

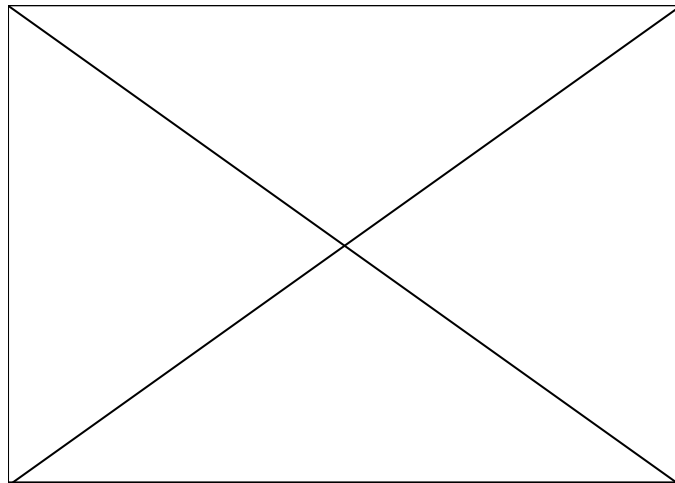
Printable View of: Syllabus and Course Information

Print

File: Course Description

Course Description

This course provides an overview of contemporary information systems technology and management in the digital and globalized organization. We will study the IT infrastructure, architecture and applications used in enterprise information systems- both within organizations, and in interaction with customers, suppliers, partners, and other. The course focuses equally on the operational, competitive and strategic value of information technology, and how its management and governance contributes to the realization of that value.



Technical Note

The table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid missing content pages, you are advised to use the next/previous page icons in the top right-corner of the learning modules.

Introduction from M. Adam Arakelian

File: Course Outline

Course Outline

Broadly speaking, the course is divided into three parts as follows:

Information Systems Strategy

In the first part of the course, we examine overall business and organizational strategy, and how it relates to the role that IT plays in the organization. We cover the following topics:

- Business Models, Competitive Strategy and Organization Mission: How businesses are modeled, and how they compete. The mission of businesses and other organizations, and the relationship between an organization's mission and its strategy.
- IT and the Digital Organization: The functionality of the digital organization, and the role that IT plays in supporting it. Competitive and operational perspectives on IT, including analysis of both benefits and risk.

Information Systems Technology

In the second part of the course, we cover the major components of information systems technology and architecture. In addition to the technology itself, we examine its strategic value, and the impacts of its deployment.

- Data, Application and Business Process Integration: Underlying technology basics, issues and approaches for integrating systems across the enterprise.
- Cross-Functional Enterprise Systems: The characteristics and issues of ERP and SCM Systems
- Communication and Collaboration Systems: The technology and the organizational and strategic impacts of communication and collaboration systems.
- Analytics: The technology and value of data warehousing, data mining, and model-based decision support systems.
- E-commerce: Technologies and business approaches and models, for marketing, sales and delivery of products and services using the web

Information Systems Management

In the third part of the course, we turn to the management of information systems. Specifically, we address the following:

- IT Management and Governance: How decisions are made about adoption, investment, implementation, and deployment of information technology within organizations. Organizational perspectives on project planning and implementation.
- Security, Availability, Privacy and Compliance: How organizations ensure their systems are reliable and available, deal with privacy and security concerns, and ensure compliance with government regulations
- Future of IT: Outsourcing, the growth of utility computing, and how changes in IT will affect both organizations and individuals.
- Technology Adoption and Innovation: How to determine whether, when and how an organization should adopt new technology and how IT organizations can be forces for innovation.

Through online readings, assignments, online discussions, and chats with the instructor, students will gain experience in the following areas:

- Critically analyzing business situations and problems and understanding the role that information technology can play in solving them.
- Evaluating the competitive and operational impacts of adopting new information technologies.

The modules are as follows, reflecting the flow of the three parts described above in three module pairs.

1. Business Models and Competitive Strategies
 2. IT and the Digital Organization
 3. IT Enterprise Systems
 4. E-Commerce, Security, and Ethics
 5. IT Management
 6. IT Strategy, Governance, Adoption, and Innovation
-

File: Instructor Biography

Instructor Biography

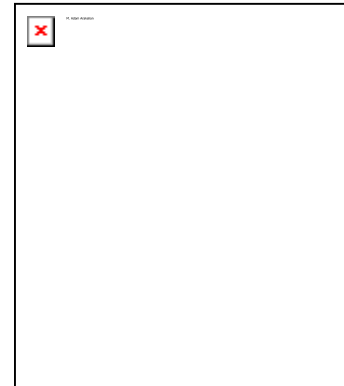
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M. Adam Arakelian is currently a software development manager at EMC in the IMG Organization. He has more than 10 years of industry experience and has been part of the design and implementation of many different types of information systems, including transaction-based inventory management systems, customer-relationship management systems, decision support and expert systems. He holds a master's degree from Boston University in Computer Information Systems with a concentration in security. He has deep knowledge of system architecture and design, designing secure systems, database technology, and computer information system security. He has taught this course several times, along with database management and system analysis and design. In the past, he has been the CTO of a small start-up organization; he has also worked and contracted for such organizations as Avid Technology, the Boston District Attorney's Office, and CMGi.

Initial Course Development

This course was originally developed by Professor Ellis Cohen. Dr. Cohen has been teaching Information Systems Technology, Management & Strategy at Boston University's Metropolitan College, both online and in the classroom, since 2004. Information about his other courses is available on his BU home page, at people.bu.edu/escohen.

Dr. Cohen is also the director of OpenLine Consulting, www.openlineconsult.com, a Boston-based training and consulting company focused on IT strategy and on relational database design. He has been the technology and project leader for a wide variety of research and advanced technology projects, and has been the CTO of two internet start-up companies. He has a Ph.D. in computer science from Carnegie-Mellon University.

The course was updated by Dr. Eric Braude; information about Dr. Braude can be found on his BU homepage, at <http://people.bu.edu/ebraude>.

To view Dr. Braude's resume, please [click here](#).

File: Course Précis

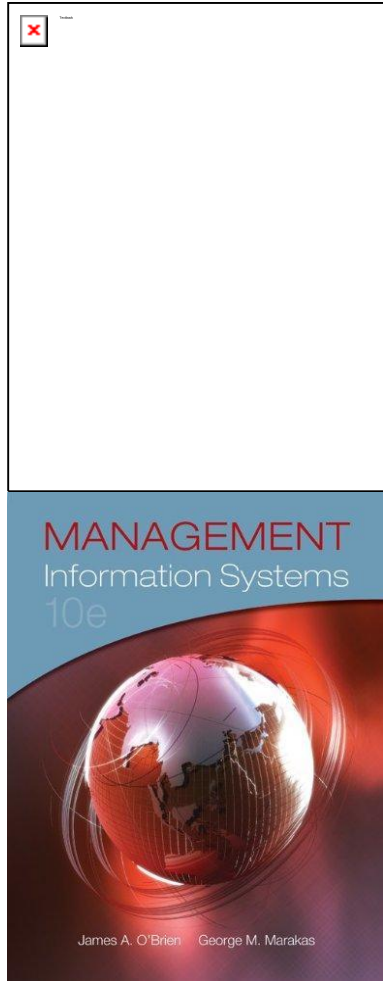
Course Précis

- Businesses no longer focus solely on how IT can be used to make the business operate more effectively, but how it can help them succeed in solving business problems, exploiting business opportunities, and evolving the business. In

understanding how to manage information systems, we first need to understand *business strategy*, and a significant part of the course addresses how business strategy and information technology have become inextricably linked.

- The course focuses on the *role and management of information technology in businesses*. Most of the important ideas and lessons carry over to other kinds of organizations, including educational, religious, charitable and governmental organizations, and we will generalize where that's possible. However, the role that IT plays in competitive strategy is a crucial thread which runs through the entire course. To some degree, success at fulfilling an organization's mission can substitute for competitive success, and students interested in the role of IT in other organizations should keep that in mind.
- The course emphasizes the role of IT in medium to large-scale (250+ employees) organizations, although much of the material is relevant to smaller organizations as well. Smaller businesses have the capability of inherently being more agile, informal and collaborative, with less need for formal structures and processes or for IT systems that support collaboration, knowledge and business process management. They are also less likely to have the same capabilities and resources as larger organizations, particularly for IT.
- *IT planning, design* and decisions can be based solely on technical concerns, or can be informed by and aligned with a company's strategic goals, both operational and competitive. The outcomes may be significantly different, and both the course material and assignments explore these.
- Both the readings and the assignments emphasize the role of the CIO in the organization, as the main party responsible for aligning an organization's strategic goals and its IT architecture and activities. The course also addresses the view and importance of technologists (possibly the CIO or CTO or their staff members) who *evaluate* new technologies as they emerge on the scene, and based on both operational and competitive perspectives, *make recommendations* about their adoption.

File: Course Materials**Course Materials****Required Course Book**



Management Information Systems

(Hardcover)

by *James A. O'Brien, George Marakas*

Publisher: McGraw-Hill/Irwin; ~~9th~~ 10th edition (~~October 23, 2008~~)

Hardcover: 696 pages

ISBN-10: 0-07-337681-7

ISBN-13: 978-0-07-337681-3

This textbook can be purchased from [Barnes and Noble at Boston University](#).

Online Resources

Below, you will find a list of the most important and useful online resources related to this course. They are a good source for research for your assignments and discussions. *Please note that due to copyright restrictions, we are unable to provide active hyperlinks for some websites.*

Magazines Available Online

Many of these magazines are available through the BU Library (www.bu.edu/library)

Baseline Magazine - www.baselinemag.com

Business Intelligence Review - www.bireview.com

Business Week - www.businessweek.com

CFO Magazine - www.cfo.com

CIO Insight - www.cioinsight.com

CIO Magazine - www.cio.com

Computer World - www.computerworld.com

CSO Magazine - www.csoonline.com

Darwin Magazine - www.darwinmag.com

Fast Company - www.fastcompany.com

Info World - www.infoworld.com
Internet World - www.iw.com
IT Business Edge - www.itbusinessedge.com
Optimize Magazine - www.optimizemag.com
Red Herring - www.redherring.com
Strategy and Business - www.strategy-business.com

Other Online Resources

Managing the Digital Enterprise - www.digitalenterprise.org
NetMBA - www.netmba.com
QuickMBA - www.quickmba.com
Wikipedia - www.wikipedia.org

Online Journal Access

There are a number of online journals that have particularly useful articles, in particular
Communications of the ACM - www.acm.org/pubs
Harvard Business Review - harvardbusinessonline.hbsp.harvard.edu
Information Systems Management - www.ism-journal.com
Journal of Management Information Systems - www.jmis-web.org
MIT Sloan Management Review - sloanreview.mit.edu

Boston University Library Link

As Boston University students you have full use of the BU Library—even if you do not live in Boston. From any computer, you can access any of the library's resources that are electronically formatted—or better said, available online. Use this link www.bu.edu/library to access the library's content whether you are connected through your online course or not, by confirming your status as a BU community member using your Kerberos.

Using the links on the right side of the page, you can find articles, eJournals, and eBooks, and you can easily search the library's content by subject. In addition, through the "Reference Shelf," you will have access to dictionaries, encyclopedias, handbooks, and more. If you are having difficulties gaining access, please consult the instructions below.

Connect to eResources

Boston University's Office of Information Technology and the Library offer an option for remote access to Boston University's online library resources.

The new access allows *all* BU students a seamless connection to the BU Library's electronic resources through the link: <http://www.bu.edu/library>

If you are having difficulties gaining entry, you may want to go to www.bu.edu/library/research/connecting.html. From this page you can access material directly using the links near the top of the page, where you will see the note, "eResources include databases, ejournals, and ebooks." Additional information about the ezportal system is also available in the links lower on the page, under the heading "authentication as a BU community member."

If you have any questions, please submit them using the following:

- For questions regarding connecting to the library, use the linked form: <http://www.bu.edu/library/research/pxquest.html>
- For questions regarding the use of resources, contact the librarians at ask@bu.edu.

Accommodation of Special Needs

In accordance with University policy, I make every effort to accommodate unique and special needs of students with respect to speech, hearing, vision, seating, or other disabilities. Please notify Disability Support Services as soon as possible of requested accommodations.

File: Study Guide

Study Guide

The following material is collected here for your convenience but the required readings, discussion particulars, and assignment particulars can be found within the modules, in the "Discussion" section of the course, and in the "Assignment" sections respectively.

Module 1 Study Guide and Deliverables

- Readings:** Review the online lecture
 Textbook [9th Edition](#): "Business Models and Planning" (pp.443–445)
 Chapter 2 of the textbook [9th Edition](#): ("Competing with Information Technology", including the case studies. You can exclude pages 54-55 "Value Chain and Strategic IS")
 Textbook [10th Edition](#): "Business Models and Planning" (pp.455-459)
 Chapter 2 of the textbook [10th Edition](#): ("Competing with Information Technology", including the case studies. You can exclude pages 56-57 "Value Chain and Strategic IS")
 Chen/Kraemer/Sharma, "Google: The world's first information utility?" (Please link to article, Google.pdf)
 Kraemer/Dedrick, "[Dell Computer: Organization of a Global Production Network](#)" Pages 1–17
- Discussions:** Discussion 1 postings due January 24th at 6:00 AM ET
- Assignments:** Assignment 1 due January 24th at 6 AM EST
- Assessments:** Assessment 1 due January 24th at 6 AM EST
- Supplementary Readings:** Steve Baca, "Cloud Computing: What it is and what it can do for you" (Please link to article, WP_VI_CloudComputing.pdf)
 Lim/Babu/Chase/Parekh, "Automated Control in Cloud Computing: Challenges and Opportunities" (Please link to article, acdc09.pdf)
 Joel York, "[SaaS Business Model Article](#)"

Module 2 Study Guide and Deliverables

- Readings:** Review the online lectures
 Textbook [9th Edition](#): RFID pages 112-115
 Textbook [9th Edition](#): "Infosys ..." case study on pages 468–469

Textbook 10th Edition: RFID pages 115-1119
Textbook 10th Edition: "Forrester, NMSU ..." case study on pages 477-478
Linden/Dedrick/Kraemer, "Innovation and Job Creation in a Global Economy: The case of Apple iPod" (Please link to article: InnovationAndJobCreationMobile.pdf)
[Case Study: Netflix](#)

Discussions: Discussion 2 postings due January 31st at 6 AM EST
Assignments: Assignment 2 due January 31st at 6 AM EST
Assessments: Assessment 2 due January 31st at 6 AM EST
Supplementary Readings: Article: M-Business (Please link to article: InterForum-white-paper-08-MBusiness.pdf)
Article: Buying from the Grid (Please link to article: SaaS-BuyingFromTheGrid.pdf)

Module 3 Study Guide and Deliverables

Readings: Review the online lectures
Textbook 9th and 10th Edition: Chapter 8 Section I "Customer Relationships"
Textbook 9th and 10th Edition: Chapter 8 Section II "Enterprise Resource Planning"
Textbook 9th and 10th Edition: Chapter 8 Section III "Supply Chain Management"
~~CRM and~~
[Brian Sletten, "Resource Oriented Architecture: The Rest of REST"](#)

Discussions: Discussion 3 postings due February 7th at 6:00 AM EST
Assignments: Assignment 3 due February 7th at 6:00 AM EST
Assessments: Assessment 3 due February 7th at 6:00 AM EST
Supplementary Readings: David Taber, "[Cloud Computing and CRM Platforms](#)"

Article: SaaS for Governments (Please link to article: SaaS in Govt.pdf)

Module 4 Study Guide and Deliverables

Readings: Review the online lecture
Textbook 9th and 10th Edition: Chapter 9 "Electronic Commerce Systems"
Textbook 9th Edition: Chapter 10 pages 405-424
Textbook 9th Edition: Chapter 13 pages 516-537; 545-547
Textbook 10th Edition: Chapter 10 pages 418-438
Textbook 10th Edition: Chapter 13 pages 528-551; 555-570
[Case Study review: Dell E-Commerce](#)

Discussions: Discussion 4 postings due February 14th at 6:00 AM EST
Assignments: Assignment 4 due February 14th at 6:00 AM EST
Assessments: Assessment 4 due February 14th at 6:00 AM EST
Supplementary Readings: [Michael Friedenbergl, "Catching the M-business wave"](#)
[Mobile Business – Emerging Trends](#)

Module 5 Study Guide and Deliverables

Readings: Review the online lecture

Textbook [9th and 10th Edition](#): Chapter 11 "Developing Business/IT Strategies"

Textbook [9th Edition](#): Chapter 11, "7-Eleven Japan, Eli Lilly, Mohegan Sun, UPS, Vanguard, Carlson Companies and Raytheon: The Portfolio Approach to IT Investment Planning and Management", p. 466

Textbook [9th Edition](#): Chapter 9, "Entellium, Digg, Peerflix, Zappos and Jigsaw: Success for Second Movers in e-Commerce", p. 351

Textbook [9th Edition](#): "Starting the Systems Development process" pp. 475–479

Textbook [9th Edition](#): Chapter 14 "Outsourcing/Offshoring" pp. 578 - 580

Textbook [10th Edition](#): Chapter 11, "Centene, Flowserve, and Shaw Industries: Relationships, Collaboration, and project success", p. 465

Textbook [10th Edition](#): Chapter 9, "Linkedin, Umbria, Mattel and Others: Driving "Buzz" on the Web", p. 353

Textbook [10th Edition](#): "Starting the Systems Development process" pp. 485–494

Textbook [10th Edition](#): Chapter 14 "Outsourcing/Offshoring" pp. 590 - 592

Discussions: Discussion 5 postings due February 21st at 6:00 AM EST

Assignments: Assignment 5 due February 21st at 6:00 AM EST

Assessments: Assessment 5 due February 21st at 6:00 AM EST

Module 6 Study Guide and Deliverables

Readings: Review the online lecture

Peter Weill and Jeanne Ross, "[IT Governance on One Page](#)"

Lisa Välikangas and Michael Gibbert, "[Boundary-Setting Strategies for Escaping Innovation Traps](#)"

Textbook [9th Edition](#): IT Governance/Managing Global IT" pp. 528 – 590

Textbook [10th Edition](#): IT Governance/Managing Global IT" pp. 594 - 602

Discussions: Discussion 6 postings due February 28th at 6:00 AM ET

Assignments: Assignment 6 due February 28th at 6:00 AM ET

Assessments: Assessment 6 due February 28th at 6:00 AM ET

Module 7 Study Guide and Deliverables

Readings: There are no new readings


Discussions: There are no discussions

Assignments: There are no assignments

Assessments: The Final Exam opens at 9:00 AM on Wednesday, March 2nd and closes at 11:59 PM on Saturday, March 5th.

Final Exam Details

The Final Exam is a proctored exam available from 9:00 AM on Wednesday, March 2nd and closes at 11:59 PM on Saturday, March 5th. The Computer Science department requires that all final exams be proctored.

The exam is a three-hour open-book exam consisting of essay questions. It will only be accessible during the final exam period. You can access it from either the Assessments () section of the course or from the Final Exam module on the home page. Your proctor will enter the password to start the exam. Please see the Final Exam Instructions in the Final Exam module for more information.

Access to the online discussions and chat feature (but not the module contents), ends on 9:00 AM on Wednesday, March 2nd and will be unavailable until Saturday, March 5th. Please plan accordingly.

You will receive a technical support hotline number before the start of the exam. Please bring this number with you to the exam.

File: Reference and Citation Format Guide

Reference and Citation Format Guide

The References section for your papers must include references to all documents from which you have copied or paraphrased material. You should also include references to documents you have read, other than those which have been assigned, which have been a major source of the material in your paper. In addition:

- Do not include a reference unless you have actually read (at least the relevant part of) the document referenced.
- Every referenced document should be cited, where appropriate, at least someplace within the paper.

The references in the References section must have formats similar to the following example:

[Pap96] Y. Papakonstantinou, A. Gupta, and L. Haas, "Capabilities-based query rewriting in mediator systems," In Proc. PDIS Conf, pages 170-181, 1996. Available online at <http://dbpubs.stanford.edu:8090/aux/index-en.html>

References

- All documents referenced are identified by a code, in brackets, which consists of the first 3 letters of the first author of the paper, followed by the last 2 digits of the year the paper is published.
- If a document does not have a clearly identifiable author (e.g. it is published by an organization such as Oracle), identify the document by the name of the organization, e.g. [Ora98].
- If multiple papers are included which would have the same code, distinguish them by a letter suffix, e.g. [Pap96a], [Pap96b], etc.
- If the year in which a document is published is not possible to determine, make an educated guess. You can optionally, in this case, precede the year with a question mark e.g. [Pap?96]
- For online documents, in which the content appears to keep changing (e.g. the

- Wikipedia), you can eliminate the year, e.g. [Wik], or [Wika], [Wikb], etc
- In addition to the code, the reference must include the names of the authors (if known), the title of the document (in quotes), the name of the book or proceedings, if any, in which it appears (along with the page numbers where the article can be found), and the year.
- If you found the article online, you must also include the URL (*in addition to* the title, author & date). In some cases, only the abstract of the article can be found online, in this case, you can include the URL of the abstract, but make clear that it is only the abstract which is available online.
- List the references in order of their codes -- in alphabetical order of the initial 3 letters, and then most recent articles first (i.e. [Pap04] should appear before [Pap02], which should appear before [Pap98]).

Citations

A **citation** is used to *cite* a referenced document within the body of your paper. Citations use the same bracketed code as references. For example

As noted by [Pap02], the degree of connectivity of ...

If it is appropriate to cite multiple documents together, then separate the codes by commas within a single pair of brackets. For example,

It is well known that there are multiple approaches in dealing with amorphous competition [Bel99, Did66b, Plo01].

File: Complete References

Complete References for CS 782

Please note that due to copyright restrictions, we are unable to provide active hyperlinks for some websites.

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executives.

[Aro04] Shipra Arora, "Instant Messaging: The next wave in business communications," IT People, May 24, 2004, <http://www.expressitpeople.com/20040524/cover.shtml>

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File: Course Grading

Course Grading

Absorbing and creating IT perspectives will be expected of everyone. To attain excellence ("A" work), you will be expected to develop your own analyses and comparisons. The course grading is designed to encourage this so that by the end of the course you will function as a competent IT professional.

Basis for Grades

There are three components to your grades, organized to encourage various types of learning.

1. Weekly Assignments

Most of the content of the course will be explored through weekly assignments that study actual cases or encourage you to extrapolate from your own organizations and experiences. Each assignment is counted equally on a 100 point scale. The assignments are research focused, it is imperative that you provide appropriate citations in your submissions. Failure to do so will result in a minimal 15% deduction. Please review the "Reference and Citation Guide" section of this syllabus carefully.

2. Discussions

You will learn a great deal by interacting (asynchronously) with the other students in the class, and your grade is dependent on this activity to some extent. It is important that you have meaningful posts and invoke conversation with your fellow classmates. Please post often and throughout each week. It is good to post at least twice a day.

3. Weekly Assessments

Each week there will be an assessment containing multiple choice questions which will cover the material located within the modules and the text book only. The assessments will NOT cover any article or business case readings.

4. Final

There will be a three-hour final exam which is similar in overall style to the homework's. This provides you the opportunity to show what you have learned from the material, the discussions, and from doing the homework

Grade Computations

The course grade will be computed from the following:

Weekly Assignments 30%
Discussions 20%
Weekly Assessments 20%
Proctored Final Exam 30%

Evaluation Criteria and Grading Rubric

To clarify the qualities we consider most important for your professional and academic growth, we will provide you with evaluation criteria for every assignment in advance. To enable you to assess your grade standing throughout the course, your facilitator will give your submissions a letter grade on each criterion. The letter grades are the same as those used by the University (A = 4.0, B = 3.0, etc.). Letter grades are used to enable you to know where you stand at all times. For the purposes of computation and averaging, letter grades can be treated as numbers using the University's system:

| Letter Grade | Approximate percentage grade range | Grade Points |
|--------------|------------------------------------|--------------|
| A | 96-100 | 4.0 |
| A- | 91-95 | 3.7 |
| B+ | 86-90 | 3.3 |
| B | 81-85 | 3.0 |
| B- | 76-80 | 2.7 |
| C+ | 71-75 | 2.3 |
| C | 66-70 | 2.0 |
| C- | 61-66 | 1.7 |
| D | 56-60 | 1.0 |
| F | 0-55 | 0 |

To obtain an "A" for the course, you need to score 4.0 or higher; to obtain an "A-", 3.7 or higher; "B+", 3.3 or higher, etc.

An "A" grade at Boston University is reserved for excellent work. If you are given an A, you are to be especially congratulated. The university officially designates good work as deserving of a "B" and we reward good work with a "B" accordingly. It is our obligation to tell you as far as we can what would improve your work. (That can sometimes be hard if you receive an A or A+, of course.) If you don't see such feedback, please remind your facilitator about it. Grades are an excellent motivator but they are only means to an end rather than ends in themselves. The average grade in graduate courses is usually expected to be a B+. If the average turns out to be less than this at the end of the term, and the class performance is no less than average, I am able to elevate some grades that fall on borderlines. Grades are an evaluation of your work at a particular time: I recommend that you never take

a grade as any kind of label of yourself. All submissions in this course will be graded on a 100 point scale.

Discussion Participation

We will retrieve all of the contributions that you make online during each week. This is an important and motivating part of the learning process. Participation will consist of weekly discussions on subjects provided each week. Make your online comments substantive. They should relate to your experience or your reading. They should not mention the specifics of the homework or its solution. A contribution may contain a question for the group to consider. A good question is one that you have thought about, whose answer would be useful for all, which does not have a ready answer in the text readings, and which is clearly phrased.

Lateness

We recognize that emergencies occur in professional and personal lives. If one occurs that prevents your completion of homework by a deadline, please make this plain to your facilitator. This must be done in advance of the deadline (unless the emergency makes this impossible, of course), and should be accompanied by particulars that back it up. No credit will otherwise be granted for late homework. We want to be fair to everyone in this process, including the vast majority of you who sacrifice so much to submit your homework on time in this demanding schedule. However, understand that if no contact is made with your facilitator or myself, describing the situation which caused your submission to be late, there will be a 15% deducted per day the assignment is late.

File: Discussion Grading Rubric

Discussion Grading Rubric

Graded discussion periods are held Day 1 until 6:00 AM ET on Day 1 of the following week. You're certainly welcome to continue a discussion past the grading period, but that additional posted material will not affect your discussion grade. The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

| Criteria | D | C | B | B+ / A- | A |
|---------------|---|--|--|---|--|
| Participation | Very limited participation | Participation generally lacks frequency or relevance | Reasonably useful relevant participation during the discussion period | Frequently relevant and consistent participation throughout the discussion period | Continually relevant and consistent participation throughout the discussion period |
| Community | Mostly indifferent to discussion | Little effort to keep discussions going or provide help | Reasonable effort to respond thoughtfully, provide help, and/or keep discussions going | Often responds thoughtfully in a way frequently keeps discussions going and provides help | Continually responds thoughtfully in a way that consistently keeps discussions going and provides help |
| Content | No useful, on-topic, or interesting information, ideas or | Hardly any useful, on-topic, or interesting information, | Reasonably useful, on-topic, and interesting information, | Frequently useful, on-topic, and interesting information, | Exceptionally useful, on-topic, and interesting information, |

| | | | | | |
|---------------------------------|--|-------------------|-----------------------|--|---|
| | analysis | ideas or analysis | ideas and/or analysis | ideas and analysis | ideas and analysis |
| Reflection and Synthesis | No significant effort to clarify, summarize or synthesize topics raised in discussions | | | Contributes to group's effort to clarify, summarize or synthesize topics raised in discussions | Leads group's effort to clarify, summarize or synthesize topics raised in discussions |

File: Assignment Grading Rubric

Assignment Grading Rubric

The questions are essay-type for the most part and we are as objective as we can be. Our principal means for this is the following table. For each of your assignments—as well as the final questions—your facilitator will assess your work using the table.

| Criteria | D | C | B | A- | A |
|---|--|---|--|---|--|
| Thoroughness & Coverage | Hardly covers any of the major relevant issues | Covers some of the major relevant issues | Reasonable coverage of the major relevant areas | Thorough coverage of almost all of the major relevant issues | Exceptionally thorough coverage of all major relevant issues |
| Depth, Understanding & Insight | Lack of understanding of, or lack of insight into material | Some understanding of material | Good overall understanding of material | Very good overall understanding of material, with some real depth | Excellent, deep understanding of material and its inter-relationships |
| Relevance & Significance | Focus is off topic or on insubstantial or secondary issues | Only some of the content is meaningful and on topic | Most or all of the content is reasonably meaningful and on-topic | All of the content is reasonably meaningful and on-topic | All of the content is exceptionally relevant and meaningful |
| Persuasiveness & Clarity | Disorganized or hard-to-understand presentation | Some parts of the presentation are disorganized or hard to understand | Generally organized and clear | Very clear, organized and persuasive presentation of ideas | Exceptionally clear, organized and persuasive presentation of ideas |
| Creativity & Innovativeness | Little significant or reasonably backed creative or innovative | Few creative and innovative ideas or points-of-view that are | Good creative, and innovative ideas or points-of-view that are | Very good creative, and innovative ideas or points-of-view that are | Outstanding, creative, and innovative ideas or points-of-view that are |

| | | | | | |
|--|--|---|--|---|--|
| | points-of-view or ideas | reasonable & are backed by some analysis | perceptive & are backed by strong analysis | perceptive & are backed by strong analysis | perceptive & are backed by very strong analysis |
| Utilization of Source Materials | No useful references, or weak references with incorrect details or applicability | Weak use of source material and/or some details or applicability is incorrect | Some good references applied usefully | References indicate strong research used well | References indicate exceptional research used persuasively |

If you have thoughtful questions about your facilitator's evaluation, please discuss them with him or her in an academic manner. This can be an excellent opportunity to learn. If it is necessary for me to re-grade an assignment, I independently grade the entire assignment—not parts—using the criteria above. My grade would replace the facilitator's.

File: Important Message on Final Exams

Important Message on Final Exams

Dear Boston University Computer Science Online Students,

As part of our ongoing efforts to maintain the reputation and integrity of our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses offered include a proctored final examination.

By requiring proctored finals, we are ensuring excellence and fairness, as well as consistency of our program. Most of the online final exams are administered at specific testing centers, but other arrangements are also available. Detailed information regarding scheduling will be provided approximately two weeks into the course via email. This early notification is being given so that you will have enough time to plan accordingly to take the exam.

We know that you recognize the value of your Boston University degree and fully support the efforts of the University to maintain the highest possible standards in our online degree program. Thank you for your participation and support of this important academic differentiator of our online programs.

**Regards,
Professor Lou Chitkushev, Ph.D.
Chairman, Computer Science Department
Boston University Metropolitan College**

File: How to Schedule Your Proctored Final Exam

How to Schedule Your Proctored Final Exam

The deadline for scheduling your exam is ~~FEB~~February 23rd.

Please be sure to read the [important information](#) at the bottom of this page as it applies to all students taking proctored final exams.

Spring 1, 2011 Exam Dates

~~FEB~~March 2nd – March 5th

The 4 Proctor Options

Please note all options are based on a first come/first served basis.

1. [ACT Testing Centers](#)
2. [On Campus at Boston University](#): 808 Commonwealth Avenue
3. [ProctorCam](#): Remote proctoring option
4. [Independent Proctor](#): This option has limited availability. Please use one of the above options, unless you meet the criteria discussed in option 4.

1. ACT Testing Centers

Most students schedule their final exam at an ACT testing center. This option is free of charge for Boston University Online Students.

How to schedule your exam with ACT:

Copy and paste this URL in a new window:

<https://testregistration.org/rsp/Login.do?event=go&realm=6570438>

Please Note: To login to the ACT scheduling site, you will use your BU ID Number (starting with a capital U, no dashes), rather than your Kerberos username and password. Your BU ID Number will act as both your User ID and Password on the ACT scheduling site—exactly as listed below

Username: (your BUID Number—starting with a capital U, no dashes)

Password: (your BUID Number—starting with a capital U, no dashes)

You can find your BU ID Number using the following method:

Go to www.bu.edu/studentlink

Click on Academics

Click on Transcript Ordering and Preview

Click on View with Name and ID

You'll receive a confirmation email of your scheduled appointment within minutes of logging out of the ACT scheduling site.

List of all ACT sites: www.act.org/actcenters/locate

Late Policy for ACT Testing Centers

Your exam **begins** at your selected start time (e.g., for a 9:00–12:30 exam you take the exam at 9:00). Plan to arrive at least 15 minutes before your start time.

ACT has built in some extra time to the appointment already, so they reserve the right to not test you if you are late.

2. On Campus at Boston University

If you are in the Boston area, please consider taking your final exam on-campus. This option is free of charge for Boston University Online Students. There are a limited number of spaces available on a first come/first served basis. Exams are offered at 808 Commonwealth Ave. in the Computer Science labs on the following dates and times:

Wednesday, March 2nd, 7:00–10:00 PM
Thursday, March 3rd, 3:00–6:00 PM and 7:00–10:00 PM
Friday, March 4th, 3:00–6:00 PM and 7:00–10:00 PM
Saturday, March 5th, 9:00 AM–12:00PM and 1:00–4:00 PM

To request an exam date, please email pexams@bu.edu with your name, course number, 1st and 2nd choice of exam date/time, and your email address. I'll make every effort to accommodate your request so please contact pexams@bu.edu as soon as possible.

3. ProctorCam

Many students now take their final exam with a remote proctor using the ProctorCam service. You must meet the minimum requirements listed below to qualify for this option.

Scheduling your Exam with ProctorCam

This option is free of charge for Boston University Online Students—Please use the Promotional code provided below to bypass the request to enter a credit card on the ProctorCam website

Make sure you meet the following eligibility requirements:

In order to take your exam with ProctorCam, you must use a computer with:

- a WebCam—please check to make sure the camera works on your computer prior to the test
- one of the following operating systems:
 - Windows 95/98/2000/XP/Vista/7
 - Mac OS X
 - Linux
- a 1.2GHz (or faster) processor
- at least 256 MB of RAM
- 500kbps* (or faster) direct Internet connectivity—500kbps is needed for both the upload and download speeds
- You must be using one of the following Internet browsers:
 - For Windows: Internet Explorer 6.0 SP2 or higher; or Firefox 1.5 or 2.0
 - For Mac: Firefox 1.0 or 2.0; Safari 2.0 or higher
- You must also have Flash Player 9 plug-in installed

*For best connection, do not use wireless. To test your computer's speed, please visit a free speed test web site,

<http://www.pcpitstop.com/internet/bw.asp> and under the "Choose a Server" list, click Washington D.C. [Begin the Speed Test]. It will begin to test your upload and download speeds. If your upload speed is below 500kbps, you may need to call your Internet service provider to increase your speed.

Scheduling your session:

- Log onto www.proctorcam.com and register (click Sign me up). Once registered, please schedule your test.
- Please use your course number as the "Test Name" and "Course Name".
- Please use pexams@bu.edu for the "Instructor E-mail".
- Bypass the request to enter a credit card and enter **BUSpring2011** under promotion code.
- You will receive a confirmation note securing the day and time for your test along with a link to your exam at test time.
- For additional information please visit the "How Does This Work" page: <http://www.proctorcam.com/test-takers.php>
- Make sure you have the latest versions of both your browser and of the Adobe Flash Player. You can check www.adobe.com for the newest version of Flash Player.
- Clear your browser cache (Tools > Internet Options > Delete Temp. Internet Files) of old files and close any applications that are not crucial to your proctoring session
- Always make sure to select "ALLOW" if the Flash Player Settings box prompts you before you join a video conference. This is important. If you select "DENY" then no feeds (Video/Audio/ShowMyDesktop) will function in the conference.
- You will also need to download the ShowMyDeskTop meeting software to use ProctorCam. If you have not used ProctorCam in the past, they will help you download and install the software during your mandatory system test (see below).

If you have never used ProctorCam before

Before you take your Exam you must schedule a systems test of the ProctorCam System. This will help ensure the ProctorCam service works with your internet connection speed, and confirm that your computer meets the system requirements of ProctorCam's technology.

To schedule a ProctorCam systems test, please schedule a one hour proctoring session on the ProctorCam scheduling system. The site will prompt you to enter information regarding your exam; please type System Test in all prompted Fields. On the confirmation page, please enter the code BUSYSTEMTEST to bypass payment. You should go through the process of scheduling your system test at the same time you go through the process of scheduling your exam. (You should schedule your system test well in advance of your final exam.)

4. Independent Proctor

As a part of our continuing efforts to comply with the Higher Education Act reauthorization of 2008, the Independent Proctor option will only be available to a limited number of students. If you do not live within the continental United States, or do not meet the system requirements for ProctorCam and are farther than 60 miles from the nearest ACT testing center, please follow this link to have an independent proctor approved. You may be required to provide additional information as to why you need to use this option.

You can find the independent proctor request form here:
<http://www.bu.edu/online/proctor/authorization.html>

A. You must fax us a signed copy and make sure to submit the electronic form immediately.

Even if you have used the proctor before, you must still submit a new form this semester. We apologize for the repetitive nature of the process.

Here are some examples of acceptable proctors:

1. Official Testing Service of an Accredited University or College
2. Official Learning/Tutoring Center
3. Supervisor/General Manager within your firm
4. Corporate Instructor within your firm
5. President/Vice-President within your firm
6. Principal or Superintendent of an Educational Institution, either public or private
7. Certified College Instructor
8. Librarian
9. Military Educational Officer
10. Clergy
11. Law Enforcement Officer (Sergeant, Lieutenant or Captain only)

B. Once approved, prior to the exam, your proctor will receive instructions for proctoring. We will notify you when we have sent this message to your proctor.

IMPORTANT INFORMATION FOR ALL STUDENTS TAKING PROCTORED FINAL EXAMS

ON EXAM DAY

- If you experience a technical issue or an emergency during the exam period, there is an "on call" phone line that is only available during the exam period: **(857) 488-0108**
- Arrive at your testing center with a valid, government-issued picture I.D. a few minutes before your reserved exam time (**you must be at the exam site by the start time of your reserved exam time slot**), and logon to WebCT. You will see a new link to your final exam within your course. To begin the exam, your proctor will have to enter a password that BU has provided.
- Details about the exam (time limit, open/closed book etc.), are located in your course syllabus and should have also been provided to your proctor. Please contact your facilitator/instructor for any questions regarding the exam content.
- **Proctors are required to be present for the duration of your final exam.**

If you have a question that is not answered here, prior to your exam date, please contact our Proctored Exam Coordinator at pexams@bu.edu

Thank you and good luck on your exam!

Boston University Distance Education
Proctored Exams
pexams@bu.edu
(617) 358-1969 • (888) 883-0168

Academic Conduct Policy

For the full text of the academic conduct code, please go to

http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

A Definition of Plagiarism

“The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of “borrowing” and of the procedures for correct identification of materials other than those gained through independent research and reflection.”

“The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property.

Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation.”

{ The paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, Revised Edition. Copyright 1963, Holt, Rinehart and Winston. }

Academic Conduct Code

I. **Philosophy of Discipline**

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II. **Academic Misconduct**

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III. **Violations of this Code**

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students is an act of academic misconduct. Violations include but are not limited to:

- A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see above for a more detailed definition of plagiarism).
- C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F. Knowingly allowing another student to represent your work as his or her own.
- G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
- H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
- I. Submitting the same work in more than one course without the consent of the instructors involved.
- J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. Failure to comply with the sanctions imposed under the authority of this code.

Who's Who: Roles and Responsibilities

You will meet many BU people in this course and program. Some of these people you will meet online, and some you will communicate with by email and telephone. There are many people behind the scenes too, including instructional designers, faculty who assist with course preparation, and video and animation specialists.

People in your online course in addition to your fellow students

Your Facilitator. Our classes are divided into small groups, and each group has its own facilitator. We carefully select and train our facilitators for their expertise in the subject matter and their excellence in teaching. Your facilitator is responsible for stimulating discussions in pedagogically useful areas, for answering your questions, and for grading exercises, discussions, term projects, and any manually graded quiz or final exam questions. If you ask your facilitator a question by email, you should get a response within 24 hours, and usually faster.

Your Professor. The professor for your course has primary responsibility for the course. If you have any questions that your facilitator doesn't answer quickly and to your satisfaction, then send your professor an email in the course, with a cc to your facilitator so that your facilitator is aware of your question and your professor's response.

Your Manager of Student Services, Jen Sullivan. Jen is here to ensure you have a positive online experience. You will receive emails and announcements from Jen throughout the semester. Jen represents Boston University's university services and works for the Office of Distance Education. She prepares students for milestones such as course launch, final exams, and course evaluations. She is a resource to both students and faculty. For example, Jen can direct your university questions and concerns to the appropriate party. She also handles general questions regarding Vista functionality for students, faculty, and facilitators, but she does not provide tech support. She is enrolled in all classes and can be contacted within the course as it is running. You can also contact her by external email at jensul@bu.edu or call toll free at 1-888-524-2200.

People not in your online course

Although you will not normally encounter the following people in your online course, they are central to the program. You may receive emails or phone calls from them, and you should feel free to contact them.

Your Academic Advisor, Professor Anatoly Temkin. Dr. Temkin is the academic advisor for both on-campus and online students. Professor Temkin advises students on appropriate courses and programs. He also makes decisions on petitions for course waivers and transfer of credits for courses taken at other institutions. You can reach Professor Temkin at temkin@bu.edu or at (617) 358-2566.

Your Online Coordinator, Chris Hutchison-Jones. Chris administers the academic aspects of the program, including admissions and registration. You can ask Chris questions about the program, registration, course offerings, graduation, or any other program-related topic. Chris can be reached at crhj@bu.edu or (617) 353-2565.

Your Computer Science Department Program Coordinator, Camille Kardoose. Camille is responsible for administering most aspects of the Computer Science Department, and she can help you with most matters. You can reach Camille at cgkardoo@bu.edu or (617) 353-2566.

Your Online Faculty Coordinator, Robert Schudy. Professor Schudy is responsible for the MSCIS

online program. Feel free to contact Dr. Schudy at rschudy@bu.edu or (617)358-0009.

Professor Lubomir T. Chitkushev, PhD Chairman, Computer Science Department, Boston University Metropolitan College. Dr. Chitkushev is responsible for the Computer Science Department as a whole, including the MSCIS program. Contact Professor Chitkushev with any issues that you feel have not been addressed adequately. The customary issue escalation sequence after your course facilitator and course faculty is Professor Schudy and/or Professor Temkin, and then Professor Chitkushev.

Professor Tanya Zlateva, Metropolitan College Associate Dean for Academic Affairs. Dr. Zlateva is an Associate Professor in the Computer Science Department, our former chairman, and now the academic dean for the College. She is responsible for academic quality and other academic affairs throughout Metropolitan College.

File: Netiquette

Netiquette

If you've been with us in the online graduate program for a while, you're probably pretty comfortable in this environment. But for those who are new or who may just want a refresher, here are some rules for communicating online which will help us all have a pleasant and rewarding online experience:

1. **Think of your discussion posts** as though they were going to be printed in a newspaper. Thinking of your posting this way should remind us not to write anything that might embarrass us or anyone else in the class. If you make a mistake and wish that you could take a post back just send an email to your facilitator and the Professor, who can delete even graded posts.
2. **Feelings are helpful, but avoid negativity.** Our feelings, including our angst when we don't understand something, our elation when someone else appreciates what we have written, and our sense of satisfaction when we know that we have helped someone else, all help us learn. It's part of being human. Unfortunately another part of being human is the temptation to lash out against someone with whom we disagree. Angry words thrown at someone through the air are gone in a moment, and the apology afterwards can even help the relationship, but angry words thrown around in computer discussion threads or emails hang around forever to haunt us. Disagreement in discussions helps us gain other people's insights and perspective and is critical to learning many of the finer points, so don't hesitate to share your insights and opinions, even if they are very different than your classmates, but always be respectful, particularly in communications with others who may not agree with you.
3. **Remember the golden rule.** Imagine that you are the recipient of your post or email, and write what you would like to receive if you were in the recipient's position.
4. **Don't type in all caps.** This is impolite, like shouting in an intimate setting.
5. **Don't disrupt discussion with unrelated comments.** Wait until the discussion is over to change the topic.
6. **Use the "Water Cooler" for posts that are social or outside the discussion category.** The Water Cooler is helpful for building community, but students are not required to read Water Cooler posts. Putting your general posts in the Water Cooler helps your classmates who are pressed for time and also improves the continuity of the discussion threads.
7. **Be kind to people who may not have broadband connections.** Don't incorporate large graphics, videos or images into graded discussions unless this is

necessary. Images in the "Introductions" posts help us build community, so they are encouraged, but these are not graded, so people can skip them if they need to. If you are citing something large from an outside source in a public area like a discussion forum, provide a web address or link and steer others to what you wish them to see.

8. **Think twice before posting to course-level discussions.** Different discussion topics have very different size audiences. The group discussions are visible to you, your facilitator, your professor, and student services—about fifteen people. Course level discussions are visible to the entire class, which may include one hundred or more students, ten or more facilitators, your professor, and student services. Think of addressing an audience of 100 when you are posting to the course-level discussions.

With your participation and cooperation, we're sure to have some lively, exciting discussions in this course.

File: Course Registration and Important Dates**Course Registration and Important Dates**

Go to www.bu.edu/online/online_course_schedule/important_dates to view the drop dates for your course.

Go go www.bu.edu/studentlink to withdraw or to drop your course.

- If you are dropping down to zero credits for a semester you will need to contact your college or academic department.
- Non-participation in your online course does not constitute a withdrawal from the class.

*Registration fee non-refundable

File: Course Technical Support**Course Technical Support****Technical Support**

Assistance with Vista-related technical problems is provided by the Vista Support staff. To ensure the fastest possible response, please fill out the online form using the link below.

Form www.bu.edu/help/vista

Phone (888) 243-4596

Support via email and phone is available Monday through Friday from **9 AM to 5 PM** Eastern Time; additional support hours are provided during exam periods and will be posted on the Vista home page.

In addition, answers to many common questions and solutions to most problems are found in our database of [Frequently Asked Questions](#).

If you are having issues uploading a document to Vista, please consult the following link prior to contacting Tech Support: [How to Upload a File](#)

After-hours Support

Vista use and setup issues can be obtained by contacting Blackboard Support at **(800) 806-7396**. Contact Vista Support staff for assistance with technical problems that relate directly to the Vista system.

Examples include:

- Problems viewing or listening to sound or video files.
- Problems accessing Vista's internal email.
- Problems viewing or posting comments in the Vista
- Problems attaching or uploading files within Vista

Web Resources

To view certain media elements in this course you will need to have several browser plug-ins such as Shockwave, Flash, and Adobe Acrobat on your computer. See your Course Resources page for specific software requirements for use in this course.

To ensure you are using the most recent version of each plug-in you require click the hyperlink below for a description of technology requirements necessary to complete this course. [Technology Requirements](#)

Browser Plug-Ins

To view certain media elements in this course you will need to have several browser plug-ins such as Java, RealPlayer, Shockwave, Flash, and Adobe Acrobat on your computer. Use the links in the Syllabus Course Resources page for specific software requirements for use in this course and to download and install the appropriate software application.

Print