MET CS 782
IT Strategy and Management
Online Course Syllabus

Instructor

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Course Duration

Start: January 13, 2026
End: March 2, 2026

Course Credits

4 credits

Course Description

Business leaders no longer view IT solely in terms of how it can be used to make the company operate more effectively. Instead, they consider how IT can help them succeed in solving problems, exploiting opportunities, and evolving the business. So, in understanding how to manage information systems, we first need to understand business strategy. A significant portion of this course addresses how business strategy and information technology have become intertwined. The role that IT plays in competitive strategy is also a significant topic that runs throughout the course.

The course also focuses on the role and management of information technology in business. Most of the ideas and lessons from business also apply to other kinds of organizations, including educational, religious, charitable, and governmental entities. Overall, the course emphasizes the role that IT plays in medium- to large-scale (250+ employees) organizations, although much of the material is also relevant to smaller organizations.

Both the readings and the assignments emphasize that the CIO is the main party who is responsible for aligning an organization's strategic goals and its IT architecture and activities. The views and importance of technologists (possibly the CIO or CTO or their staff members) are also critical to the IT endeavor. These professionals evaluate new technologies as they emerge on the scene. Based on both operational and competitive perspectives, they make recommendations about the adoption of novel technologies.

The course is divided into three parts.

Information Systems Strategy

In the first part of this course—consisting of Modules 1 and 2—we will examine overall business and organizational strategy and how it relates to the role that IT plays in the organization. We will 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, Enterprise Architecture, and AI

In the second part of the course—consisting of Modules 3 and 4—we will 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. We will cover the following topics:

- **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.
- **M-commerce**—Technologies and business approaches and models, using mobile computing.
- **Utility-Based Computing**—Including Cloud computing and Software-as-a-Service (SaaS).
- **Enterprise architecture topologies and deployments** —including different types of system architectures to help with application workflow integrations.
- **AI usage in business** – with a major focus on the criticality of AI, Enterprise Architecture and Data across a business.

Information Systems Management

In the third part of the course—consisting of Modules 5 and 6—we will turn to the management of information systems. Specifically, we will 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, how they deal with privacy and security concerns, and how they 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.

Course Learning Objectives

IT Strategy and Management is designed to provide you with a comprehensive understanding of how information systems intersect with organizational strategy, technology architectures, and management practices. Through rigorous study and application, you will gain the analytical skills required to evaluate and lead IT initiatives that create strategic value within organizations.

Upon successful completion of this course, you will be able to do the following:

1. Analyze and evaluate the relationships among business models, competitive strategies, and organizational missions to determine the strategic role of IT within diverse organizational contexts.
2. Assess the characteristics and functions of digital organizations, identifying how IT supports operational effectiveness and competitive advantage while managing associated risks.
3. Explain the major components of information systems technology, including data, applications, and business process integration, and evaluate their strategic impacts on enterprise performance.
4. Critically examine cross-functional enterprise systems such as ERP and SCM, assessing their features, benefits, challenges, and influence on organizational integration and efficiency.
5. Evaluate communication and collaboration technologies and analyze their organizational and strategic implications for enhancing knowledge sharing and coordination.
6. Apply concepts of data analytics, including data warehousing, data mining, and model-based decision support systems, to support strategic decision-making.
7. Identify and distinguish between e-commerce and m-commerce technologies and business models, explaining their strategic use in marketing, sales, and service delivery.
8. Describe utility-based computing models, including cloud computing and Software-as-a-Service (SaaS), and assess their strategic benefits and challenges for organizations.
9. Articulate principles of IT management and governance, including decision-making processes relating to IT adoption, investment, implementation, and deployment within organizational settings.
10. Evaluate approaches to information systems security, availability, privacy, and regulatory compliance to ensure system reliability and organizational risk management.

11. Analyze emerging trends in IT, such as outsourcing and utility computing, and predict their potential impacts on organizational structures, processes, and individuals.
12. Formulate strategies for technology adoption and innovation, determining when and how organizations should embrace new technologies to foster sustainable competitive advantage.

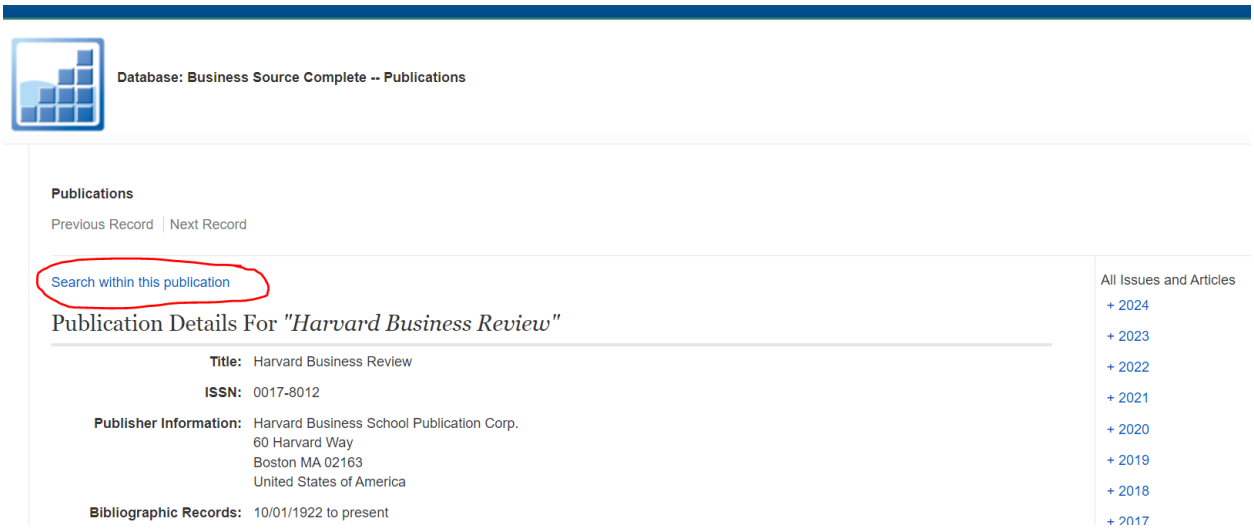
Course Materials

Required eReserve Course Material

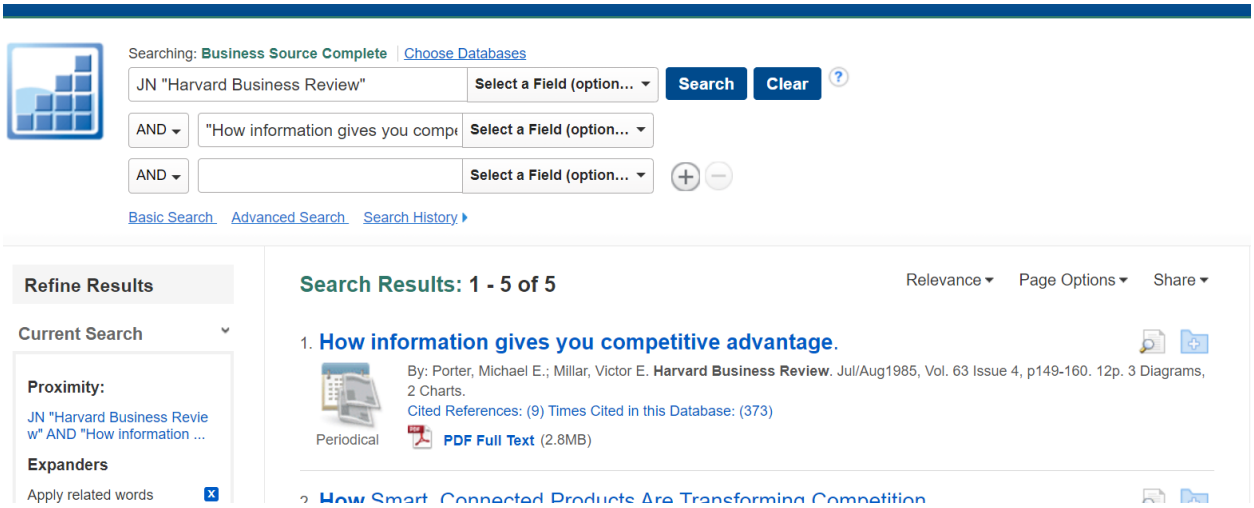
This course requires readings provided through library eReserves. The Course eReserves CS 782 reading list is also available in the left-side course menu. The list will open in a new browser window.

Accessing HBR Articles from the eReserves

To access the *Harvard Business Review* Articles on eReserves, use the "Search within this publication" link, circled in red below.



That link leads to this search page:



On this search page you can look up the article by title and author to gain access.

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 web sites.*

Magazines Available Online

Many of these magazines are available through the BU Library.

- Baseline Magazine
- Business Week
- CIO Insight
- CIO Magazine
- Computer World
- CSO Magazine
- Fast Company
- Info World
- InformationWeek
- IT Business Edge
- Red Herring
- Strategy and Business

Other Online Resources

- Managing the Digital Enterprise
- NetMBA
- QuickMBA
- Wikipedia

Online Journal Access

There are a number of online journals that have useful articles, in particular:

- Communications of the ACM
- Harvard Business Review
- Journal of Management Information Systems
- MIT Sloan Management Review

Study Guide

This course starts on a **Tuesday**. The modules in this course run from **Tuesday to Monday**.

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. Weekly Quizzes and Review Quizzes can be accessed within the "Assessments" section of the course.

Review Quizzes can be taken multiple times and there is no grade given, but you will find them helpful in gaining additional insights and preparing for each graded Weekly Quiz.

Module 1 Study Guide and Deliverables (January 13 – January 19)

Required Readings:

- Online lectures

eReserve:

- Chen, R., Kraemer, K. L., & Sharma, P. (2009). "Google: The World's First Information Utility?" Business & Information Systems Engineering, 1(1), 53–61.
- Kraemer, K. L., & Dedrick, J. (2002). "Dell Computer: Organization of a Global Production Network."
- Magretta, J. (2002). *Why business models matter*.
- Ovans, A. (2015). *What is a business model*.
- Porter, M. E. (1985). MILLAR, VE *How information gives you competitive advantage*. Harvard Business Review, 63(4), 149.
- Porter, M. E. (1989). How competitive forces shape strategy. In *Readings in strategic management* (pp. 133-143). Palgrave, London.

- Team FME. (n.d.). "Porter's Five Forces: Strategy Skills. Free-Management-Ebooks."
- Van Alstyne, M., Parker, G., & Choudary, S. (2016). "Pipelines, Platforms, and the New Rules of Strategy." *Harvard Business Review, 94(4), 54–+*.

Supplementary Readings:

eReserve: (not listed within the module)

- Baca, S. (2010). Cloud Computing: What it is and what it can do for you.
- Lim, H. C., Babu, S., Chase, J. S., & Parekh, S. S. (2009, June). Automated control in cloud computing: challenges and opportunities. In *Proceedings of the 1st workshop on Automated control for datacenters and clouds* (pp. 13-18). ACM.
- Xellentro. (2014, September 13). Portfolio Management Metrics.
- York, J. (n.d.). The SaaS Hybrid Question: Demystifying Software Business Models

Related Readings:

eReserve:

- A variety of related readings are provided throughout the module to further your understanding of the content.

Discussion:

- Discussion 1 postings end **Thursday, January 22nd at 6:00 AM ET**

Assignment:

- Assignment 1 due **Thursday, January 22nd at 6:00 AM ET**

Assessment:

- Crediting Sources Quiz due **Friday, January 16th at 6:00 AM ET**
- AI Usage Quiz due **Friday, January 16th at 6:00 AM ET**
- Academic Procedures Quiz due **Friday, January 16th at 6:00 AM ET**

- Quiz 1 due **Thursday, January 22nd at 6:00 AM ET**

Live Classrooms:

- **Tuesday, January 13 at 8:00 PM ET**
- **Wednesday, January 14 at 8:00 PM ET** - Assignment Review
- **Saturday, January 17 at 12 PM ET** - Office hours by appointment only

Module 2 Study Guide and Deliverables (January 20 – January 26)

Required Readings:

- Online lectures

eReserve:

- "AWS Partner Story: Wipro. (n.d.)."
- Business Models Inc. (n.d.). Netflix: How a DVD rental company changed the way we spend our free time.
- "Feeding 10 Billion People." (n.d.). Cloud Technology Partners.
- Davenport, T. H., & Patil, D. J. (2012). Data scientist. *Harvard business review*, *90(5)*, 70-76.
- Few, S., & Edge, P. (2012). Big data, big ruse. *Visual Business Intelligence Newsletter*, (July/October/September).
- Linden, G., Dedrick, J., & Kraemer, K. L. (2011). Innovation and job creation in a global economy: The case of Apple's iPod. *J. Int'l Com. & Econ.*, *3*, 223.
- Strategies, E. B. (2002). Netflix: Transforming the DVD Rental Business.
- "Yelp Case Study - Amazon Web Services (AWS)." (n.d.).
- Stryker, C. 2025 What is Agentic AI (please put link in e-reserve https://www.ibm.com/think/topics/agentic-ai)

- Teaganne F. 2025 Agentic AI vs. Generative AI (please put link in e-reserve https://www.ibm.com/think/topics/agentic-ai-vs-generative-ai)
- Pounds, E. 2025 What is Agentic AI (please put link in e-reserve https://blogs.nvidia.com/blog/what-is-agentic-ai/)

Supplementary Readings:

eReserve: (not listed within the module)

- Barrett, A. (n.d.). How to adopt a successful DevOps enterprise.
- Bisson, S. (2014, October 27). The secret of DevOps success? It's not about the technology.
- Kim, G., Behr, K., & Spafford, K. (2014). *The phoenix project: A novel about IT, DevOps, and helping your business win*. IT Revolution.
- Meuller, E. (2019, January 12). What Is DevOps?
- Waters, K. (2010, October 15). 7 Key Principles of Lean Software Development.

Related Readings:

eReserve:

- A variety of related readings are provided throughout the module to further your understanding of the content.

Discussion:

- Discussion 2 postings end **Thursday, January 29th at 6:00 AM ET**

Assignment:

- Assignment 2 due **Thursday, January 29th at 6:00 AM ET**

Assessment:

- Quiz 2 due **Thursday, January 29th +at 6:00 AM ET**

Live Classrooms:

- **Tuesday, January 20 at 8:00 PM ET PM ET**
- **Wednesday, January 21 at 8:00 PM ET** - Assignment Review
- **Saturday, January 24 at 12 PM ET** - Office hours by appointment only

Module 3 Study Guide and Deliverables (January 27 – February 2)

Required Readings:

- Online lectures

eReserve:

- Dieringer, D. S. (2004). ERP implementation at Nestle.
- Gilmore, D. (2013, October 4). Just What is a Supply Chain Strategy?
- Gordon, I. (2001). CRM is a strategy, not a tactic. Ivey Business Journal, 66(1), 6-6.
- Nucleus Research. (2017). ROI Case Study. Program: Customer Relationship Management, Doc r88, May 2017.
- Rayner, N., & Woods, J. (2011). ERP strategy: why do you need one and key considerations for defining one. *Gartner RAS Core Research, 2(4)*, 1-9.
- Schaffer, C. (n.d.). Design Thinking Applied to CRM.
- Trexin. (2017, January 16). The Importance of an ERP Strategy.
- Vitasek, K., Manrodt, K., & Kling, J. (2012). McDonald's Secret Sauce for Supply Chain Success. In *Vested* (pp. 119-152). Palgrave Macmillan, New York.

Supplementary Readings:

eReserve: (not listed within the module)

- CRM Best Practices - Customer Relationship Management
- Denodo. (2019, May 30). Data Virtualization
- Perez, H. D. (2013). Supply chain strategies: Which one hits the mark?

- Schaffer, C. (n.d.). The Strategic Importance of Measuring Customer Lifetime Value.
- Sletten, B. (2009, October 03). Resource-Oriented Architecture: The Rest of REST
- Taber, D. (2010, April 30). Advice for Evaluating CRM Cloud Platforms.

Related Readings:

eReserve:

- A variety of related readings are provided throughout the module to further your understanding of the content.

Discussion:

- Discussion 3 postings end **Thursday, February 5th at 6:00 AM ET**

Assignment:

- Assignment 3 due **Thursday, February 5th at 6:00 AM ET**

Assessment:

- Quiz 3 due **Thursday, February 5th at 6:00 AM ET**

Live Classrooms:

- **Tuesday, January 27 at 8:00 PM ET**
- **Wednesday, January 28 at 8:00 PM ET** - Assignment Review
- **Saturday, January 31st at 12 PM ET** - Office hours by appointment only

Module 4 Study Guide and Deliverables (February 3 – February 9)

Required Readings:

- Online lectures

eReserve:

- Bhavnani, R. (2016). Top 10 mobile marketing trends for 2016.

- Butcher, D. (2009). Timberland launches marketing campaign to drive mobile commerce.
- Gagliardi, J. (2019). The The Ever-Changing Face of E-Commerce: 1995-2020.
- Kraemer, K. L., & Dedrick, J. (2003, February 06). Dell Computer: Using E-commerce To Support the Virtual Company.
- Maleske, M. (2012) 8 ways SOX changed corporate governance. Corporate Counsel.
- Siwicki, B. (2014, April 28). E-commerce and m-commerce: The next five years.
- Reber, D (2025, April 28). How Agentic AI Enables the Next Leap in CyberSecurity (please add link to e-reserve https://blogs.nvidia.com/blog/agentic-ai-cybersecurity/)

Supplementary Readings:

eReserve: (not listed within the module)

- Friedenberg, M. (2010, May 14). Catching the mBusiness Wave.
- ICMR. (2012). Mobile Business - The Emerging Trends.

Related Readings:

eReserve:

- A variety of related readings are provided throughout the module to further your understanding of the content.

Discussion:

- Discussion 4 postings end **Thursday, February 3rd at 6:00 AM ET**

Assignment:

- Assignment 4 due **Thursday, February 7th at 6:00 AM ET**

Assessment:

- Quiz 4 due **Thursday, February 12th at 6:00 AM ET**

Live Classrooms:

- **Tuesday, February 10 at 8:00 PM ET**
- **Wednesday, February 11 at 8:00 PM ET** - Assignment Review
- **Saturday, February 14th at 12 PM ET** - Office hours by appointment only

Module 5 Study Guide and Deliverables (February 10 – February 16)

Required Readings:

- Online lectures

eReserve:

- Abbasi, N., Wajid, I., Iqbal, Z., & Zafar, F. (2014). Project failure case studies and suggestion. *International Journal of Computer Applications, 86(6)*.
- Edlich, A., & Khetarpal, S. (2014, October 07). Offshore Centers Can Offer More than Low Costs.
- Farrell, D. (2004). Beyond offshoring: assess your company's global potential. *Harvard business review, 82(12)*, 82-90.
- Farrell, D. (2006). Smarter offshoring. *Harvard business review, 84(6)*, 84-92.
- George, K., Ramaswamy, S., & Rassey, L. (2014). Next-shoring: A CEO's guide. *McKinsey Quarterly, 1, 26-39*.
- Kirkpatric, D. (2005, December 12). Throw It at the Wall and See if It Sticks. *Fortune Magazine*, archived at CNN Money.
- PMI Project Management Institute. (n.d.). Executive Guide to Project Management.
- Potts, J. (2013, January 04). Disaster Recovery Is Not Business Continuity.
- Robinson, A. (2016). Nearshoring & Reshoring Will Continue to Increase Thanks to these Main Benefits.

Related Readings:

eReserve:

- A variety of related readings are provided throughout the module to further your understanding of the content.

Discussion:

- Discussion 5 postings end **Thursday, February 19th at 6:00 AM ET**

Assignment:

- Assignment 5 due **Thursday, February 19th at 6:00 AM ET**

Assessment:

- Quiz 5 due **Thursday, February 19th at 6:00 AM ET**

Live Classrooms:

- **Tuesday, February 17 at 8:00 PM ET**
- **Wednesday, February 18 at 8:00 PM ET** - Assignment Review
- **Saturday, February 21 at 12 PM ET** - Office hours by appointment only

Module 6 Study Guide and Deliverables (February 17 -February 23)

Required Readings:

- Online lectures

eReserve:

- Gibbert, M. (2005). Boundary-setting strategies for escaping innovation traps. *MIT Sloan Management Review, 46(3),* 58.
- Kien, S. S., Soh, C., & Weill, P. (2010). Global IT management: structuring for scale, responsiveness, and innovation.

- Martin, R. L. (2014). The big lie of strategic planning. *Harvard business review, 92(1/2)*, 3-8.
- Schaffer, C. (n.d.). The Strategic Importance of Measuring Customer Lifetime Value.
- Weill, P., & Ross, J. W. (2004). IT governance on one page.

Supplementary Readings:

eReserve: (not listed within the module)

- Moran, B. (2011). Groupon: Bad for Business? | BU Today | Boston University.
- Byers, J. W., Mitzenmacher, M., & Zerzas, G. (2011, September 07). Daily Deals: Prediction, Social Diffusion, and Reputational Ramifications.
- Xellentro. (2014, September 13). Portfolio Management Metrics.
- Zaleznik, A. (2015, May 22). Managers and Leaders: Are They Different?

Related Readings:

eReserve:

- A variety of related readings are provided throughout the module to further your understanding of the content.

Discussion:

- Discussion 6 postings end **Thursday, February 26th at 6:00 AM ET**

Assignment:

- Assignment 6 due **Thursday, February 26th at 6:00 AM ET**

Assessment:

- Quiz 6 due due **Thursday, February 26th at 6:00 AM ET**

Course Evaluation:

Please complete the course evaluation once you receive an email or Blackboard notification indicating the evaluation is open. Your feedback is important to MET, as it helps us make improvements to the program and the course for future students.

Live Classrooms:

- **Tuesday, February 24 at 8:00 PM ET**
- **Wednesday, February 25 at 8:00 PM ET** - Assignment Review

Final Exam Details

The Final Exam is a proctored exam available from **Wednesday, February 25 at 6:00 AM ET to Saturday, February 28 at 11:59 PM ET**. The Computer Science department requires that all final exams be administered using an online proctoring service that you will access via your course in Blackboard. In order to take the exam, you are required to have a working webcam and computer that meets the proctoring service system requirements. A detailed list of those requirements can be found on the How to Schedule page. Additional information regarding your proctored exam will be forthcoming from the Assessment Administrator. You will be responsible for scheduling your own appointment within the defined exam window.

Final Exam Duration: 2.5 hours

This is an open book/open notes exam. You may use a standard handheld and/or desktop calculator. Online calculators are not permitted. You may use any printed and/or electronic materials (such as PDFs). This includes but is not limited to: any of the modules, any of the assignments, and any slides contained in the course. You may use the follow software: Word, Excel, PowerPoint, and Adobe PDF reading. You may copy and paste from assignment and course materials into the final exam. You may not access any website materials outside of Blackboard. You may also bring 10 pieces of scratch paper.

You can take the exam only once. The exam features essay questions.

References

The references are supplied within the notes, except, on occasion, for the following.

O'Brien, J. A., & Marakas, G. (2010). *Management Information Systems* (10th ed.). McGraw-Hill Education.

Course Grading Information

Please check the **Study Guide** in the Syllabus for Live Classroom dates and due dates for assignments and assessments.

The course will consist of a sequence of online lectures in text and graphic form. Each module will cover one or more project-management topics and at least one lab component/homework assignment, along with a short quiz based on the topics covered in that module. There are two major assignments: a Web Development Project and a Research Paper. Students will be able to demonstrate their understanding of project management through these assignments. In the final module of the course is a proctored, comprehensive Final Exam.

Grading Policy

Please check the **Study Guide** in the syllabus for Live Classroom dates and specific due dates for assignments and assessments.

Absorbing and creating IT perspectives is expected of everyone. To attain excellence ("A" work), you will be expected to develop excellent analyses and comparisons. The course grading is designed to have you function as a competent IT professional.

There are four components to your grades, promoting 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 that encourage you to extrapolate from your own organizations and experiences. Each assignment is counted equally. The assignment-grading criteria are described below. The assignments are research focused, so it is imperative that you provide appropriate citations in your submissions. Please review carefully the “Reference and Citation Guide” and “Academic Conduct” sections below. The Assignments involve writing and are focused on how you’d address certain scenarios as they are presented to you. On average a paper ranges from 6-8 pages and we recommend keeping the papers to a maximum of 10 pages.

2. **Discussions**
   You will learn a great deal by interacting (asynchronously) with the other students in the class, and your grade is not dependent on this activity. However, you can earn up to 3% of extra credit if you do participate in discussions, please see grading computations below. Postings will be graded and up to 3% can be applied as extra credit to your final grade. It is important that you have meaningful posts and invoke conversation with your fellow classmates. Please post often.

3. **Weekly Assessments**
   Each week there will be an assessment containing multiple-choice questions that will cover the material located within the modules and the textbook only. The assessments will NOT cover any article or business case readings.

- **Review Quizzes:** Each week, along with the Assessment Questions, there will be Review Questions that you may wish to review to find more clarification regarding the material. You may answer these review questions multiple times; there will no grade given, but you will find them helpful in gaining additional insights to the course.

4. **Final Exam**
   There will be a three-hour proctored Final Exam in this course using a proctor service. Detailed instructions regarding your proctored exam will be forthcoming from the Assessment Administrator. You will be responsible for scheduling your own appointment.
   - The exam is similar in overall style of the assignments. This provides you the opportunity to show what you have learned from the material, the discussions, and the homework.

The course grade will be computed as follows:

Grade Distribution

Weekly Assignments	50%
Discussions	3% (Extra Credit)
Weekly Assessments	20%
Proctored Final Exam	30%

Total: 100%

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 instructor 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 must 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 awarded for excellent work. If you earn 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.) 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 ordinarily 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. However, discussions are extra credit and can count toward 3% extra credit to your final average.

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to maintain the high academic standard of all Boston University programs, including our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses includes a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The final exam is administered online.

Specific information regarding final-exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for where you will take the final exam.

I know that you recognize the value of your Boston University degree and that you will support the efforts of the University to maintain the highest standards in our online degree program.

Thank you very much for your support with this important issue.

Regards,

Professor Lou Chitkushev, Ph.D.
Associate Dean for Academic Affairs
Boston University Metropolitan College

Criteria for Homework Assignment Grading

The assignments are essay-type for the most part, and we make every effort to provide you objective feedback and evaluation. For each of your assignments—as well as the final questions—your facilitator will assess your work using the table. The "utilization of resources" criterion does not apply to evaluating the questions on the final.

	D	**C-**	**C+**	**B-**	**B+**	**A**
1. Clarity	Disorganized or hard-to-understand		Satisfactory but some parts of the submission are disorganized or hard to understand	Generally organized and clear	Very clear, organized and persuasive presentation of ideas and designs	Exceptionally clear, organized and persuasive presentation of ideas and designs
2. Technical Soundness	Little understanding of, or insight into, material technically		Some understanding of material technically	Overall understanding of much material technically	Very good overall understanding of technical material, with some real depth	Excellent, deep understanding of technical material and its inter-relationships
3. 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
4. Relevance	Mostly unfocused	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 entirely relevant and meaningful

5 Utilization of resources	No useful use of notes, text(s), or Web with incorrect details or applicability	Some useful use of notes, text(s), or Web with mostly correct details or applicability	Fairly good use of notes, text(s), or Web with correct details or applicability	Very good use of notes, text(s), or Web with correct details or applicability	Excellent use of notes, text(s), or Web with entirely correct details or applicability

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 and to identify misperceptions. It is best if this process is resolved but if it is necessary for the course professor to re-grade an assignment, he independently grades the entire assignment—not parts—using the criteria above. This grade would replace that given by the facilitator.

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 instructor. 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. 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 instructor, describing the situation that caused your submission to be late, there will be 15% deducted per day the assignment is late, for up to 5 days. After 5 days past the deadline, the assignment will no longer be accepted for grading and the score will be zero.

If you are granted an extension as above, your facilitator will specify a window of submission. For example, if homework assignment 2 is to be late, the window for its submission may be after the submission of homework assignment 3 and prior to the commencement of Module 4—to forestall cascading lateness. The grade for late homework with permission may become Pass/Fail.

Criteria for Discussion Grading

The discussions focus only on the online lecture material and associated readings in the textbook for that week and on relating them in a practical manner to experience. In the Subject, each contribution should number and name the specific lecture section or textbook reading page numbers that it references.

Here are guidelines to the kind of material to post.

- Relate the cited section or textbook reading page(s) to an experience of yours.
- Relate the cited section or textbook reading page(s) to a reported incident.
- Ask your classmates a thoughtful question about the cited section.
- Make informed predictions.
- Clarify the cited section if you have insights that others would find informative.

- Respond with substance to a posting on the cited section (Also, do provide feedback, compliments, or just "I agree," if you feel that way, even though this does not do much for your grade).
- Relate the lecture material and the textbook.

The criteria for participation in the weekly discussions are as follows.

(i) Relevance

This concerns the degree to which your postings are relevant to the stated topic for the module. "A" work consists of postings which refer to and are entirely relevant to the week's module material. This criterion encourages you to keep your discussion grade on topic.

(ii) Proportion of substantive contributions.

This is the percentage of your online contributions that have significant content: 80% would be a good fraction (= B); 95% is definitely excellent (= A). This criterion implies that "more is not necessarily better." For example, 8 substantial contributions out of 10 will score higher on this criterion than 79 contributions out of 100 with mixed substance—even though you have said more in the latter case. In assessing this criterion, we will ignore postings that are appropriate but obviously not intended to contain content, such as feedback, compliments, or just "I agree."

Extensive quoted material that can be read from the Internet will fare poorly under this criterion as it is not the student's own contribution.

(iii) Usefulness of your week's contributions for the rest of your group.

This classification evaluates how useful and penetrating the totality of your comments and questions are for the rest of the group. "A" work will result from a significant set of comments and questions that are very useful to your fellow students, and which show that you are developing excellent insight into the subject at hand. This criterion encourages you to disseminate knowledge and to be participatory (e.g., by responding to good questions or points posed by others).

Contribute at an even rate of substantive postings throughout the week. Contributions concentrated at the end of the week are far less useful to your classmates because they have little time to absorb and respond.

Long posts are also far less likely to be read by your fellow students and will thus fare poorly in this criterion.

Reference and Citation Format Guide

The operative procedure for academic conduct is Metropolitan College's academic conduct code, which is referred to elsewhere in this syllabus. The following is supplied to assist you in

fulfilling this, but in case of any inconsistency, the College's academic conduct code predominates.

In general, you will need to to build on the ideas of others. But when you use someone's ideas, it is your responsibility to acknowledge this clearly. A *citation* is used to cite a referenced document within the body of your paper. APA citations use parentheses with the author(s) and year of publication that points to a reference. For example, at the place in your material where you quote from or use the ideas of the paper "Capabilities-Based Query...," you would include "(Papakonstantinou & Haas, 1998)"—and you would include the following at the end of the paper, under "References."

Papakonstantinou, Y., Gupta, A., & Haas, L. (1998). Capabilities-based query rewriting in mediator systems. Distributed and Parallel Databases, 6(1), 73-110.

Here is an example of this.

> As noted by Papakonstantinou and Haas (1998), the degree of connectivity of …

If it is appropriate to cite multiple documents together, then separate the citations by semi-colons within a single pair of parentheses. For example:

> (Miller, 1999; Shafranske & Mahoney, 1998)

In addition, please note the following:

- All documents referenced are identified in parentheses by the author or authors last names (in the order that they appear on the publication) and the year of publication.
- If a document does not have a clearly identifiable author (e.g., it is published by an organization such as ECM TechNews), identify the document by the name of the organization, e.g., (ECM TechNews, 2016).
- If multiple papers are included that would have the same citation, distinguish each with a letter suffix, e.g. (Wikipedia, 2019a), (Wikipedia, 2019b), etc.
- If the year in which a document is published is not possible to determine, you will use "(n.d.)", which means "no date".
- The reference must include the names of the authors (if known), the title of the document, 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 use an online article, you must also include the URL (*in addition to* the title, author, and 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 that is available online. Supply the date at which you used the URL.
- List the references in alphabetical order of the author's last name (or first author's last name), and then in order of publication (e.g., (Porter, 1979) should appear before (Porter, 1985), which should appear before (Porter, 2013)).
- For more information, please refer to Perdue Online Writing Lab General APA Guidelines:
    - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html or

- A Comprehensive Guide to APA Citations and Format http://www.citationmachine.net/apa/cite-a-book.

Course Policy on the Use of AI

Students are permitted to use generative AI or other automated content-generating tools as long as each use is acknowledged and properly cited. Here are the guidelines on how to cite generative AI in APA format. Remember that approved citation of the use of these tools will also require disclosure of the prompts used to generate the content.

Chat GPT and other generative AI and automated content tools are known to return incomplete, incorrect, and/or biased information, along with fake citations or sources. Therefore, they are not considered a completely reliable resource. It is the student's responsibility, when using these tools, to ensure that all information presented in assignments is accurate.

Use of generative AI that is not cited and/or is used for purposes outside of assignment instructions will be considered in violation of the Academic Conduct Code.

Academic Conduct Policy

Academic Integrity: Plagiarism is the passing off of another's words or ideas as your own, and it is a serious academic offense. Plagiarism and cheating also defeat the purpose of getting an education. Plagiarism and cheating cases will be handled in accordance with the disciplinary procedures described in the College of Arts and Sciences Academic Conduct Code. You are expected to know and abide by the code, which can be read online: Academic Conduct Code. Penalties range from failing an assignment or course (first offense) to suspension or expulsion from BU. If in doubt, cite your source. If you have any questions about academic integrity, please ask your instructor.

Incidents of academic misconduct will be reported to the Academic Conduct Committee (ACC). The ACC may suspend/expel students found guilty of misconduct.

Disability and Access Services

In accordance with University policy, every effort will be made to accommodate students with respect to speech, hearing, vision, or other disabilities. Any student who may need an accommodation for a documented disability should contact Disability and Access Services at 617-353-3658 or at access@bu.edu for review and approval of accommodation requests.

Once a student receives their accommodation letter, they must send it to their instructor and/or facilitator each semester. They must also send a copy to their Faculty & Student Support Administrator, who may need to update the course settings to ensure accommodations are in place. Accommodations cannot be implemented if the student does not send their letter.