# MIS5001.001 – Information Technology Management

Fall 2015 (CRN 27693)

## About the Instructor:

* Larry Brandolph ([larry.brandolph@temple.edu](mailto:larry.brandolph@temple.edu))
* Conwell Hall Room 705
* Phone: 215-204-7077
* Office hours: (by appointment)

## Class Location and Time:

* Speakman 114
* 5:30 – 8:00, Thursday
* On the web: <http://community.mis.temple.edu/mis5001sec001f15/>

## Course Description:

Organizations that strategically select, manage, and deploy digital business models prosper in the global economy. Students will use systems and business process thinking to create and analyze strategies for technology-enabled organizational and industry transformation. They will propose innovative solutions for new and existing business initiatives to leverage enterprise, consumer, and social technologies.

## Course Objectives:

* Understand the transformative impact of technology on standard business practices.
* Identify the components of enterprise information architecture and its strategic role in the **organization.**
* **Use innovation frameworks to analyze competitive landscape for emerging IT products and services.**
* **Analyze disruptive potential of technology and formulate a response from an incumbent firm.**
* **Apply new digital business models such as cloud computing, web services, crowdsourcing, and two-sided platforms to envision new products and services.**
* **Explain the** role of data, information, and knowledge in informing an organization’s strategy.
* Compare IT governance models in both a single-country and multinational context.
* Create a business case for the value of an information technology initiative.
* Develop best practices for securing an organization’s information infrastructure.

## Required Text and Readings:

The materials for this course are drawn from multiple sources. There is no required textbook for this course.

There is a set of required case studies which you can purchase online (see the “Purchasing Case Studies” section of the syllabus). Also, there are additional assigned readings throughout the course. These are available for free on the web.

## Evaluation and Grading

### Grading of Assignments

| **Item** | **Weight** |
| --- | --- |
| Participation (in class and online) | 20% |
| Case study analyses (2) | 20% |
| Learn IT projects (2) | 10% |
| Individual project report | 10% |
| Group project presentation | 15% |
| Final exam | 25% |

### Grading Scale

| **Points** | **Letter Grade** | **Points** | **Letter Grade** |
| --- | --- | --- | --- |
| 94 – 100 | A | 73 – 76 | C |
| 90 – 93 | A- | 70 – 72 | C- |
| 87 – 89 | B+ | 67 – 69 | D+ |
| 83 – 86 | B | 63 – 66 | D |
| 80 – 82 | B- | 60 – 62 | D- |
| 77 – 79 | C+ | Below 60 | F |

### Participation

Much of your learning will occur as you prepare for and participate in discussions about the course material. The assignments, cases, and readings have has been carefully chosen to bring the real world into class discussion while also illustrating fundamental concepts.

To encourage participation, 20% of the course grade is earned through preparation before class, and participation during and between classes. Evaluation is based on a consistent demonstrated engagement with the process of learning. Assessment is based on what you contribute, not simply what you know.

1. ***Preparation before class*** – On weeks where there are readings, you will submit a brief summary of those readings assigned for that class period (see the course schedule). This includes the cases. Submit a copy via email to me ([larry.brandolph@temple.edu](mailto:larry.brandolph@temple.edu)) in Microsoft Word format. Bring a copy for your reference during the discussion.   
     
   **Your weekly summary should include the following**:  
   1. One key point you took from **each assigned reading, including the cases**. (One or two sentences per reading)
   2. One key point you learned from **the readings as a whole**. (One or two sentences maximum)
   3. One **discussion question** that you would ask your fellow classmates.

Finally, keep in mind this assignment is graded pass/fail. If you do not fully complete the assignment, you will not receive credit for the write-up that week.

1. **Participation during class** – We will typically start each discussion with “opening” questions about the assigned readings and case study. I may ask for volunteers, or I may call on you. Students called on to answer should be able to summarize the key issues, opportunities, and challenges in the case study. All students should be prepared to answer these questions.   
     
   Another important aspect of in-class participation is completion of in-class assignments and contribution to break-out group activities.
2. **Participation between classes** – To facilitate ongoing learning of the course material, we will also discuss course material on the class blog in between class. You will post case study analyses to the course website. Reading and commenting on these analyses will further the quality of our in-class discussions.  
     
   Also, I will post a discussion question on the class blog 24-48 hours after each class meeting. The question will relate to the assigned reading, a topic discussed in class, or a relevant current event. Every student is expected to read and contribute to the online class discussion each week.

The criteria for participation includes attendance, punctuality, level of preparation, professionalism, answering questions, discussing readings, discussing case studies, contributing to group activities, and contributing to a positive learning environment. Recognizing that students sometimes have unavoidable conflicts, the baseline for expected participation is assessed on one less week than the number of assigned weekly write-ups.

## Case Study Analyses

In addition to preparing to discuss each of the assigned case studies, students will also prepare an in-depth analysis of two case studies during the semester. It is your choice which two you choose, but you must select one covered during weeks 2 through 6 and from one covered during weeks 8 through 13.

For each case study I have provided several discussion questions. Pick one question and respond to it in depth. You will prepare your analysis as a slide deck. The first slide should clearly display your name and the name of the case.

If you want the case study to count as one of your two submissions for the semester, you must email the slide deck containing your analysis to me no later than **Thursday at 5:30 PM**.

**I strongly recommend you use Microsoft PowerPoint to prepare your slide deck.** If you use another software package, it must be converted to a PDF file before it is submitted to me. If I cannot open the file, you won’t receive credit for the assignment.

*Late submissions will result in no credit earned for this assignment.*

There is no one particular style for a good case study analysis. But, there are some common elements to excellent submissions:

* The opening of the analysis (the first or second slide) makes it immediately clear which case study and what question is being addressed.
* Cite specific details regarding key facts and issues of the case. Instead of general observations that apply to any problem, use details from the case study itself. Analyses, observations, and suggestions should be tied directly to those details.
* You don’t need to spell everything out on the slide - less text is often better. Use visuals whenever you can. There are tips how to do this on the Community Site.
* Use the notes section (in PowerPoint) to expand upon your points and provide supporting detail. Even this shouldn’t be more than a few sentences per slide, and can be in the form of bullet points.
* You should also draw on the other readings in the course to inform and support your arguments. Consider using evidence from beyond the course, such as outside research.
* Take a stand. After analyzing the details of the case study, provide a clear opinion regarding your answers to the case questions. Your analysis should provide some advice to managerial decision-makers that can be applied to other situations beyond this case.
* Provide a balanced perspective. Consider both the pros and cons of your opinion or recommendation. What are the potential issues with your solution and conditions that should be in place for your recommendation to be successful.

## Exam

The final exam is scheduled for December 11, 2014. It will be comprised of short-answer and longer open-ended questions. The format and expectations for the questions will be very similar to what you do when preparing for class, in completing case study analyses, and participating in blog posts.

A missed exam can only be made up in the case of documented and verifiable extreme emergency situations.

## Learn IT Projects

Hands-on experience with technology is an important part of understanding how to use them strategically. You will have two opportunities in this course to try out different information technologies. For each one, you will become familiar with the technology tool by completing an exercise. The first project will be due by the end of the first half of the course. The second project will be due by the end of the second half of the course. The specific project instructions will be provided within the first few weeks of class.

Check the course schedule at the end of this document for the exact due dates.

## Group Project and Presentation

The individual and group projects are related. Your individual project will contribute to your team project effort. Therefore, coordination is required in choosing topics for both projects. A detailed description of the assignment will be posted to the class website.

Students may choose their own groups of three to four members each. Because group work requires close coordination, I strongly recommend considering compatibility in availability (e.g., work and class schedules, work and home locations, and other constraints) before finalizing group membership.

Key dates (all items should be submitted via email):

* A list of each group’s members is due by the start of class on September 17, 2015 (Week 4).
* A proposed topic is due by the start of class on September 24, 2015 (Week 5).
* The individual project report is due by the start of class on October 29, 2015 (Week 10).
* The group report and presentation is due by the start of class on November 19, 2015 (Week 14).

## Late Assignment Policy

An assignment is considered late if it is turned in after the assignment deadlines stated above. No late assignments will be accepted without penalty. All assignments will be assessed a 10% penalty (subtracted from that assignment’s score) each day they are late. No credit will be given for assignments turned in more than one week past the due date. However, you must submit all assignments, even if no credit is given. If you skip an assignment, an additional 10 points will be subtracted from your final grade in the course.

The exception to this is the case analyses and the participation. Because we are discussing the material in class, those assignments must be completed on time in order to receive credit.

Plan ahead and backup your work.

***Equipment failure is not an acceptable reason for turning in an assignment late.***

## Purchasing Case Studies and Readings

Purchase the assigned case studies (and two of the readings) online from Harvard Business School (HBS) Publishing. All of the case studies are available through a page I have specifically set up for this course at the HBS Publishing website. Most of the case studies and readings cost $3.95 each.

A custom URL for this course on Harvard Publishing Site will be posted to the Community Site. Make sure you use this URL (don’t just search for my name or the case!) and double-check to make sure you are ordering the correct case. You will need to register in order to purchase the material.

Once you purchase the case study and readings through the site, you can immediately download an electronic copy. If you lose your copy, you can download additional copies until the end of the semester.

The case studies used in the course are:

| **Week** | **Number** | **Name** |
| --- | --- | --- |
| 2 | 910036-PDF-ENG | Google, Inc. |
| 3 | 908E04-PDF-ENG | STARS Air Ambulance: An Information Systems Challenge |
| 4 | 301099-PDF-ENG | Cisco Systems Architecture: ERP and Web-enabled IT |
| 5 | 609048-PDF-ENG | Amazon Web Services |
| 6 | 508110-PDF-ENG | Radiohead: Music at Your Own Price (A) |
|  | 508111-PDF-ENG | Radiohead: Music at Your Own Price (B) |
| 7 | 610032-PDF-ENG | TopCoder: Developing Software Through Crowdsourcing (A) |
|  | 612044-PDF-ENG | TopCoder: Developing Software Through Crowdsourcing (B) |
| 8 | 705448-PDF-ENG | Kodak and the Digital Revolution (A only) |
| 9 | 712447-PDF-ENG | Social Strategy at American Express |
| 10 | 606003-PDF-ENG | Volkswagen of America: Managing IT Priorities |
| 11 | 908M17-PDF-ENG | The Globalization of Wyeth |
| 12 | 303097-PDF-ENG | CareGroup |

There are also two readings that you must purchase through the Harvard Publishing site. Both readings will be used in week 3.

| **Week** | **Number** | **Name** |
| --- | --- | --- |
| 3 | 1742BC-PDF-ENG | Seeing What’s Next: Introduction (How to Use Theories of Disruptive Innovation to Predict Industry Change) |
|  | 1743BC-PDF-ENG | Signals of Change: Where Are the Opportunities? |

## Course Policies

### Classroom Etiquette

The environment you and your fellow students create in class directly impacts the value that is gained from the course. To that end, the following are my expectation of your conduct in this class:

* Arrive on time and stay until the end of class.
* Turn off cell phones, pagers and alarms while in class.
* Limit the use of electronic devices (e.g., laptop, tablet computer) to class-related usage such as taking notes.
* During class time speak to the entire class (or breakout group) and let each person “take their turn.”
* Be fully present and remain present for the entirety of each class meeting.
* **Keep the subject on topic!**

## Citation Guidelines

If you use text, figures, and data in reports that was created by others you must identify the source and clearly differentiate your work from the material that you are referencing. If you fail to do so you are plagiarizing. There are many different acceptable formats that you can use to cite the work of others (see some of the resources below). The formats are not as important as the intent. You must clearly show the reader what is your work and what is a reference to someone else’s work.

### Plagiarism and Academic Dishonesty

Plagiarism and academic dishonesty can take many forms. The most obvious is copying from another student’s exam, but the following are also forms of this:

* Copying material directly, word-for-word, from a source (including the Internet)
* Using material from a source without a proper citation
* Turning in an assignment from a previous semester as if it were your own
* Having someone else complete your homework or project and submitting it as if it were your own
* Using material from another student’s assignment in your own assignment

Plagiarism and cheating are serious offenses and will not be tolerated in this class. In cases of cheating, both parties will be held equally responsible, i.e. both the student who shares the work and the student who copies the work. Penalties are given at my discretion, and can range from a failing grade for the individual assignment, to a failing grade for the entire course, to expulsion from the program.

### Disability Disclosure Statement

Example: Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I/we will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

### Technology Usage Policy

Example: Read Temple University’s Technology Usage policy which includes information on unauthorized access, disclosure of passwords, and sharing of accounts. The [Temple University Technology Usage Policy](http://policies.temple.edu/PDF/84.pdf) can be accessed at http://policies.temple.edu/PDF/84.pdf

## Grading Criteria

The following are the criteria used for evaluating assignments. You can roughly translate a letter grade as the midpoint in the scale (for example, an A- equates to a 91.5).

| **Criteria** | **Grade** |
| --- | --- |
| The assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are few mechanical, grammatical, or organization issues that detract from the ideas. | A- or A |
| The assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals. | B-, B, B+ |
| The assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions. | C-, C, C+ |
| The assignment constantly fails to meet expectations. It is incomplete or in some other way consistently fails to demonstrate a firm grasp of the assigned material. | Below C- |

### Student and Faculty Academic Rights and Responsibilities

The University policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) can be accessed through the following link: <http://policies.temple.edu/getdoc.asp?policy_no=03.70.02>

## Acknowledgements

This syllabus represents the collaborative efforts of MIS Department Professors Schuff, Weinberg, Yoo, Mandviwalla, and Johnson.

## Reading List

This is a list of the readings (in addition to the cases) we will be using in this course. You can get all of these materials (except for two readings in Week 3) free of charge from the web or through the Temple library. For the library-hosted materials, you may be asked to enter your AccessNet ID and password.

| **Week** | **Readings** |
| --- | --- |
| 2 | Porter 5 Forces Analysis. Wikipedia.  <http://en.wikipedia.org/wiki/Porter_5_forces_analysis>  Value Chain. Wikipedia.  <http://en.wikipedia.org/wiki/Value_chain>  Elgan, M. (June 6, 2009). How Cell Phones Will Replace Learning. Computerworld. <http://www.computerworld.com/article/2525016/mobile-wireless/how-cell-phones-will-replace-learning.html>  Pariser, E. (April 26, 2011). Welcome to the Brave New World of Persuasion Profiling. <http://www.wired.com/magazine/2011/04/st_essay_persuasion_profiling/> |
| 3 | Aaronson, D. (1998). Overview of Systems Thinking. <http://www.thinking.net/Systems_Thinking/OverviewSTarticle.pdf>  de Rosnay, J. (January 6, 1997). Feedback. Principia Cybernetica Web. <http://pespmc1.vub.ac.be/FEEDBACK.html>  Business Process. Wikipedia.  <http://en.wikipedia.org/wiki/Business_process>  Christensen, C., Anthony, S., and Roth, E. (2006). Seeing What’s Next: Introduction (How to Use Theories of Disruptive Innovation to Predict Industry Change)  Harvard Publishing: 1742BC-PDF-ENG (need to purchase from Harvard Publishing)  Christensen, C., Anthony, S., and Roth, E. (2006). Signals of Change: Where Are the Opportunities?  Harvard Publishing: 1743BC-PDF-ENG (need to purchase from Harvard Publishing) |
| 4 | Barnett, T. (January 22, 2007). What IT Can Learn from the Railroad Business. ComputerWorld.  <http://www.computerworld.com/s/article/9025338/What_IT_can_learn_from_the_railroad_business>  Gruman, G. (May 7, 2007). Put the Emphasis on "P" for Process in Business Process Management. CIO.  <http://www.cio.com/article/107052/Put_the_Emphasis_on_P_for_Process_in_Business_Process_Management>  Koch, C. (n.d.). ABC: Introduction to ERP. CIO.  <http://www.cio.com/article/40323>  Wailgum, T. (n.d.). ABC: Introduction to CRM. CIO.  <http://www.cio.com/article/40295>  Taber, D. (August 2, 2012). Why CRM Implementation Is So Political. CIO. <http://www.cio.com/article/712659/Why_CRM_Implementation_Is_So_Political> |
| 5 | Duplessie, S. (July 30, 2007). Opinion: What Web 2.0 is (and isn't). ComputerWorld.  <http://www.computerworld.com/action/article.do?command=viewArticleBasic&taxonomyName=servers_and_data_center&articleId=9028358&taxonomyId=154&intsrc=kc_feat>  Vogelstein, F. (June 22, 2009). Great Wall of Facebook: The Social Network's Plan to Dominate the Internet — and Keep Google Out.  <http://www.wired.com/techbiz/it/magazine/17-07/ff_facebookwall>  Wessel, D. (September 22, 2005). Better Information Isn’t Always Beneficial. Wall Street Journal. <http://online.wsj.com/public/article/0,,SB112734060508547844-4Gx7dIqhluIyFxPiOh2mkB8mXrY_20060922,00.html>  King, R. (August 4, 2008). How Cloud Computing is Changing the World. Computerworld. <http://www.businessweek.com/technology/content/aug2008/tc2008082_445669.htm>  ABC: Introduction to SOA. CIO.  <http://www.cio.com/article/40941> |
| 6 | Eisenmann, T., Parker, G., and Van Alstyne, M. (October 2006). Strategies for Two-sided Markets. Harvard Business Review.  Anderson, C. (February 25, 2008). Free! Why $0.00 is the Future of Business. Wired.  <http://www.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all>  Carmody, T. (September 29, 2011). Amazon’s Kindles Squeeze and Seduce Media Companies. Wired.  <http://www.wired.com/epicenter/2011/09/kindle-fire-media>  Henderson, J. (July 24, 2012). Is the Crowdfunding Bubble About To Burst? Forbes. <http://www.forbes.com/sites/jmaureenhenderson/2012/07/24/is-the-crowdfunding-bubble-about-to-burst/>  Rubin, S. (April 17, 2012). The Case for Crowdfunding. Inc. <http://www.inc.com/slava-rubin/the-case-for-crowdfunding.html> |
| 7 | Howe, J. (June 2006). The Rise of Crowdsourcing, Wired. <http://www.wired.com/wired/archive/14.06/crowds.html>    Anderson, C. (January 25, 2010). In the Next Industrial Revolution. Atoms Are the New Bits. Wired. <http://www.wired.com/magazine/2010/01/ff_newrevolution/all/1>  Kay, R. (May 14, 2002). QuickStudy: System Development Life Cycle. Computerworld.  <http://www.computerworld.com/s/article/print/71151/System_Development_Life_Cycle?taxonomyName=App+Development&taxonomyId=11>  Graham, P. (August 2005). What Business Can Learn From Open Source <http://www.paulgraham.com/opensource.html> |
| 8 | Johnson, M., Christensen, C., and Kagermann, H. (December 2008). Reinventing Your Business Model. Harvard Business Review.  Day, G. and Schoemaker, P. (2000). Avoiding the Pitfalls of Emerging Technologies. California Management Review. (42)2. pp. 8-33. |
| 9 | Wenger, E. (June, 2006). Communities of practice: a brief introduction. <http://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0007/185605/CoP-Reader-Complete.pdf>  Levinson, M. (May 15, 2007). The Brain Behind the Big, Bad Burger and Other Tales of Business Intelligence. CIO. <http://www.cio.com/article/109454>  Fogarty, K. (August 8, 2012). Big Data Fuels 2012 Olympics Stats Frenzy. InformationWeek. <http://www.informationweek.com/big-data/news/big-data-analytics/240005158/big-data-fuels-2012-olympics-stats-frenzy>  Fogarty, K. (July 31, 2012). Olympics Tap Big Data To Enhance Security. InformationWeek. <http://www.informationweek.com/security/vulnerabilities/olympics-tap-big-data-to-enhance-securit/240004658?itc=edit_in_body_cross> |
| 10 | Hubbard, D. (May 23, 2007). Everything is Measureable. CIO.  <http://www.cio.com/article/112101/Everything_Is_Measurable>  Hubbard, D. (June 13, 2007). The IT Measurement Inversion. CIO.  <http://www.cio.com/article/119059/The_IT_Measurement_Inversion>  Fichman, R., Keil, M., and Tiwana, A. (2005). Beyond Valuation: Options Thinking in IT Project Management. California Management Review. (47)2. pp. 74-96. |
| 11 | Lewis, D. (January 12, 2004). IT Governance: Stop the Pendulum! Computerworld. <http://www.computerworld.com/s/article/88888/Stop_the_Pendulum>  Brandel, M. (March 8, 2010). IT Centralization is Back in Fashion. CIO. <http://www.cio.com/article/569015/IT_Centralization_is_Back_in_Fashion>  Olavsrud, T. (May 31, 2012). BYOD Drives Communism Out of IT. <http://www.cio.com/article/707361/BYOD_Drives_Communism_Out_of_IT> |
| 12 | Eisenmann, C. (October 2009). When Hackers Turn to Blackmail. Harvard Business Review.  Olavsrud, T. (August 15, 2012). How to Secure Data by Addressing the Human Element. CIO. <http://www.cio.com/article/713753/How_to_Secure_Data_by_Addressing_the_Human_Element>  Chuvakin, A. (May 16, 2007). Incident Management in the Age of Compliance. Computerworld. <http://www.computerworld.com/s/article/print/9019559/Incident_management_in_the_age_of_compliance?taxonomyName=Security&taxonomyId=17>  Chuvakin, A. (July 16, 2007). Log Management in the Age of Compliance. Computerworld. <http://www.computerworld.com/s/article/9027080/Log_management_in_the_age_of_compliance> |
| 13 | Carr, N. (May 1, 2003). IT Doesn’t Matter. Harvard Business Review. pp. 41-49.  Carr, N. (2007). The End of Corporate Computing. Sloan Management Review. (46)3. pp. 67-73. |

## Schedule

Note: Keep in mind that all dates are tentative – check the Community site regularly for changes in the schedule!)

You are expected to review the assigned readings and PowerPoint slides before each class.

| **Week**  **/Date** | **Topic** (Lecture slides denoted by PPT) | **Cases and Readings for Discussion** | **Assignment Due** |
| --- | --- | --- | --- |
| 1  8/27 | Course introduction: goals and overview  Enterprise Architecture |  |  |
| 2  9/3 | The Strategic Role of IT | Case:   * Google, Inc.   Readings:   * Porter 5 Five Forces Analysis * Value Chain * How Cell Phones Will Replace Learning   Welcome to the Brave New World of Persuasion Profiling | Weekly write-up |
| 3  9/10 | Systems Thinking and Managing Complexity | Case:   * STARS Air Ambulance: An Information Systems Challenge   Readings:   * Overview of Systems Thinking * Feedback (Principia Cybernetica) * Business Process * Seeing What’s Next: Introduction   Signals of Change: Where Are the Opportunities? | Weekly write-up |
| 4 9/17 | Enterprise Applications | Case:   * Cisco Systems Architecture: ERP and Web-enabled IT   Readings:   * What IT Can Learn from the Railroad Business * Put the Emphasis in on “P” for Process in Business Process Management * ABC: Introduction to ERP * ABC: Introduction to CRM   Why CRM Implementation is So Political | Weekly write-up  Group Member List Due |
| 5 9/24 | Web 2.0 and Network-Enabled Business Models | Case:   * Amazon Web Services   Readings:   * What Web 2.0 is (and isn’t) * Great Wall of Facebook: The Social Network’s Plan to Dominate the Internet * Better Information Isn’t Always Beneficial * How Cloud Computing is Changing the World   ABC: Introduction to SOA | Weekly write-up |
| 6 10/1 | Business Models around Digital Content | Cases:   * Radiohead: Music at Your Own Price  (A and B)   Readings:   * Strategies for Two-sided Markets * Free! Why $0.00 Is the Future of Business * Amazon’s Kindles Squeeze and Seduce Media Companies * Is the Crowdfunding Bubble about to Burst?   The Case for Crowdfunding | Weekly write-up  Project topic choice due |
| 7 10/8 | Crowdsourcing and Open Sourcing | Case:   * TopCoder: Developing Software Through Crowdsourcing (A and B)   Readings:   * The Rise of Crowdsourcing * In the Next Industrial Revolution, Atoms Are the New Bits * Quick Study: System Development Life Cycle   What Business Can Learn From Open Source | Weekly write-up  First “Learn IT” Project Due |
| 8  10/15 | Evaluating Disruptive and Emerging Technologies | Case:   * Kodak and the Digital Revolution (A)   Readings:   * Reinventing Your Business Model   Avoiding the Pitfalls of Emerging Technologies | Weekly write-up |
| 9 10/22 | Knowledge Management and Business Intelligence | Case:   * Social Strategy at American Express   Readings:   * Communities of Practice: A Brief Introduction * The Brain Behind the Big, Bad Burger and Other Tales of Business Intelligence * Big Data Fuels 2012 Olympics Stats Frenzy   Olympics Tap Big Data to Enhance Security | Weekly write-up |
| 10 10/29 | Incubating Innovation: Governance of the IT Function | Case:   * Volkswagen of America: Managing IT Priorities   Readings:   * Everything is Measurable * The IT Measurement Inversion   Beyond Valuation: Options Thinking in IT Project Management | Weekly write-up AND  Individual Project Report due |
| 11 11/5 | Incubating Innovation: Global Management and Platform Strategies | Case:   * Globalization of Wyeth   Readings:   * IT Governance: Stop the Pendulum! * IT Centralization is Back in Fashion   BYOD Drives Communism Out of IT | Weekly write-up |
| 12 11/12 | Ethics and Continuity Management | Cases:   * CareGroup   Readings:   * When Hackers Turn to Blackmail * How to Secure Data By Addressing the Human Element * Incident Management in the Age of Compliance   Log Management In the Age of Compliance | Weekly write-up |
| 13 11/19 | Group Projects Presentations | 12 minutes each with 5 minute Q&A | Group Project Due |
| 14 11/25 |  |  | Second “Learn IT” Project Due @ 11:59pm |
| 14 11/26 | **THANKSGIVING BREAK – No Class** | | |
| 15 12/3 | **STUDY DAY** |  |  |
| 12/10 | **Final Exam** | **TBD** | **Due by 7:45** |