

**IS 369
Spring 2011
Assignments Log**

Material not covered in a given class will be covered later as needed. Read the assignments, and feel free to post questions as needed. Students are responsible for meeting the deadlines posted here. Please let the instructor know if you spot an error.

1/27/11 CANCELLED

2/1/11

1. Student Introductions
 - a. Introductions with PowerPoint. Create a **PowerPoint presentation** in class that addresses the five points given below. **Post your presentation** as an attachment on the Discussion Board. For students not familiar with making PowerPoint slides, support will be given in class.
 - i. Your name
 - ii. Major and minor
 - iii. Experience in making PowerPoint presentations
 - iv. Experience in reading the IS journal literature
 - v. Experience in writing reviews of journal articles
 - vi. What professional skills would you like to acquire or improve from taking this course?
 - vii. Plans after graduation
 - b. Presentations in class**
2. General structure of the course (Tentative)
 - a. Reading articles together: group work
 - b. Seeking articles and writing reviews
 - c. Making PowerPoint presentations of reviews
 - d. Interteaching sessions on selected articles
 - i. Four to six collaborative peer tutoring sessions will be scheduled that involve discussing questions with a partner that are based on an article. The purpose of these exercises is to develop your skill in reading journal articles and to interact with a peer in discussing the article's contents. Students will be paired for these sessions.
 - ii. Quizzes based on the interteaching questions
 - ◆ The format of the quizzes will be objective, fill-in-blanks, and short answer. The quiz may be taken using notes and having access to the article.
3. Grades
4. Overview of material posted on Blackboard.
 - a. Look over the course site before the next class.

2/3

1. In class reading and discussion of a journal article: **Pauwels, S.L., Hubscher, C., Leuthold, S., Bargas-Avila, J.A., & Opwis, K. (2009). Error prevention in online forms: Use color instead of asterisks to mark required-fields. *Interacting with Computers*, 21, 257-262.** This article will be handed out in class, although it is available on Blackboard. You should take notes during this discussion to address the following points, which are based upon the review guidelines that we will discuss in detail during a later class:
 - i. Write the citation in APA format.
 - ii. State the major theme of the paper.
 - iii. What was the methodology?
 - iv. What was the general finding?
 - v. Give a strength of the paper.
 - vi. Give a weakness of the paper.
 - vii. Give an overall evaluation of the paper. This is your opinion about the value of the paper.
2. **Post your evaluation** of this reading exercise and discussion directly on the discussion board. From the perspective of reading and evaluating a journal article, did you learn anything new from this discussion of a journal article? Please explain briefly.
3. **Submit your answers** to the above seven points on the Discussion Board as a Word document. Attach your document to a new thread. Use your name in the filename of the document.
4. **Items 2 and 3 are due: 2/7.**

2/8

1. The class today will meet in **Room 259 of the AOK library**. The room is on the second floor past the Media desk. There will be a presentation by Drew Alfgren on the use of search engines to find information on a topic. The presentation will assist you to find articles and other information related to the course requirements and to your professional objectives.
2. **It is important that you be on time for this presentation. Attendance will be taken, and arriving promptly will be appreciated.**
3. **By 2/10, post your impressions** of the presentation on the Discussion Board. Was your skill in using search engines improved by what you learned?

2/10

1. Examine and discuss the article review guidelines.
 - a. There will be up to six individual journal article reviews required during the semester. There will also be several PowerPoint presentations based upon the reviews. The exact number required will depend on the pace of the course, and there will be ample time to complete any assignment.
 - b. There will also be several reviews of a journal article written collaboratively in teams of three or four.
 - c. Examination and discussion of example reviews and PowerPoint presentations.
2. In class, search for an article for the first review. The topic of the article may be related to any aspect of the broad field of information systems that you have encountered in your studies. It is to your advantage to select articles that interest you or that have professional value to you. The best work happens when you are interested in what you are doing. Be advised that not all journals are posted on the web. You may have to go to the library to find an article that interests you personally.
 - a. **Post the article in APA format on the Discussion Board for approval.**
 - This must be a **journal article, not a conference paper or proceedings**. There is a huge amount of information on the web, and its quality can not be documented. For that reason, we will stay with articles in journals for this course. There may be occasional exceptions to this requirement in the case of white papers and government documents.
 - b. Once your article has been approved, you should plan your schedules to read the article and **write a review essay**. You should also plan your **PowerPoint presentation** on the article, if you are scheduled to do that on the next cycle. **The due date for the written review is: 3/1.**
3. As you read an article, it is almost certain that you will encounter words and concepts that you don't understand. My suggestion is to take advantage of search engines to find additional information as needed to clarify your understanding of difficult material. This assignment is related to terms that are contained in the article that will be used for first interteaching session. Find definitions of the three terms below, and **post your findings on the Discussion Board**. Indicate **where** you found the information. **Be advised that Wikipedia is NOT to be regarded as an authoritative source of information for this course, although I sometimes use it as a quick start. Also, find definitions in a source other than the article posted for the interteaching session.**
 - a. IT artifact
 - b. Nomological
 - c. Nomological network
4. You may complete this assignment as homework as necessary. **This is due before the next class.**

2/15

1. You should come prepared for the interteaching session by reading the article before class and looking for answers to the interteaching questions. You should use the interteaching session to confirm your answers with your partner and to test your understanding in preparation for the quiz. This guidance applies to all interteaching sessions.

2. Interteaching session IT-1.

- a. **Benbasat & Zmud (2003)**
 - This classic paper is taken from the Ph.D. reading list. Ph.D. students were required to read it for comprehensive exams.
 - It is difficult. Give yourselves permission to struggle with a difficult article.
- b. **At the conclusion of the work with your partner, each student is to complete an interteaching report and attach it on the Discussion Board. Each student is to complete a separate report.**

2/17

1. It is important that you come to class prepared for this **group work #1**. Read the article before class, and make an attempt to address the points below. That will help your discussion.
2. Group discussion and analysis of a journal article: **Bargas-Avila et al. (2011)**. The article is available on the Bb site. You will need a hard copy for the best team work, but you may work from an electronic copy.
3. The class will be divided into small groups to discuss the article, and a leader of the group will be designated. Each group will post answers, in a Word document, to the following questions. You may decide among yourselves the role of the writer.
 - a. Write the citation in APA format.
 - b. State the major theme of the paper.
 - c. What was the methodology?
 - d. What was the general finding?
 - e. Give several strengths of the paper.
 - f. Give several weaknesses of the paper.
 - g. What aspects of the paper gave you trouble?
 - h. Give a brief summary evaluation of the paper.

Post your answers to the above points as an attachment on the Discussion Board. There will be one set of answers for each group of students. Write the names of the group members in your posting.

2/22

1. **Jack Seuss, CIO of UMBC**, will talk to the class about his work and background. Mr. Seuss was an undergraduate IS major at UMBC, and his perspective and insights are invaluable to consider as you plan your future career.
2. By the beginning of the next class, **post your impressions of this talk on the Discussion Board**. Address the following points:
 - a. What were the main “messages” in the presentation?
 - b. What information did you find especially valuable?
 - c. Did anything come as a surprise to you?
 - d. Did the presentation influence your perspective on your career plans?

2/24

The below PowerPoint presentations are based upon the article that you selected to review and had approved on the Discussion Board.

1. **PowerPoint presentations.**
 - **Post your presentation as an attachment on the Discussion Board.**
2. Give your impression of the presentations by **posting comments on the Discussion Board**. What information was especially interesting or valuable to you? You may take notes on the Discussion Board during the presentations. Comments are due before the start of the next class.
3. **In addition to the above comments on content, make an effort to identify the aspects of a presentation that made it effective. That is, don't criticize anyone's presentation. In this way, the class can come to appreciate what makes for a good presentation. You may make positive comments on each presentation.**
4. **All students are to make comments, to include those who presented today.**

3/1

The below PowerPoint presentations are based upon the article that you selected to review and had approved on the Discussion Board.

1. **PowerPoint presentations.**
 - **Post your presentation as an attachment on the Discussion Board.**
2. Give your impression of the presentations by **posting comments** on the **Discussion Board before the next class.**
3. The first review is due today. **Attach your review** to the labeled Discussion Forum, **and send it** to the instructor by email.

3/3

1. **Quiz 1.** This quiz comes directly from the questions on IT-1.
 - a. **You may use the article and any notes that you took during the interteaching session to answer the quiz questions.**
2. When you have finished the quiz, you may search for a second article to review, and **post it on the Discussion Board for approval.** This may be done outside of class. It is advisable to have your article approved promptly so that you will have enough time to prepare a quality review. When your article has been approved, begin to prepare your next review and PowerPoint presentation.

This completes one cycle of work in this course.

3/8

1. You should come prepared for the interteaching session by reading the article before class and looking for answers to the interteaching questions. You should use the interteaching session to confirm your answers with your partner and to test your understanding in preparation for the quiz. This guidance applies to all interteaching sessions.

2. Interteaching session IT-2.

- a. **Zhang, D.S., Lowry, P.B., Zhou, L., & Fu, X. (2007)**
- b. **At the conclusion of the work with your partner, each student is to complete an interteaching report and attach it on the Discussion Board. Each student is to complete a separate report.**

3/10

The below PowerPoint presentations are based upon the article that you selected to review and had approved on the Discussion Board.

1. PowerPoint presentations.

- **Post your presentation as an attachment on the Discussion Board.**
 - **NOTE: The below presentations may be based upon your first or second article.**
2. Give your impression of the presentations by **posting comments** on the **Discussion Board before the next class.**

3/15

1. It is important that you come to class prepared for this **group work #2**. Read the article before class. That will help your discussion.
2. In class 3-person group discussion and analysis of a journal article: **Jackson, L.A., von Eye, A., Witt, E.A., Zhao, Y., & Fitzgerald, H.E. (2011)**. The article is available on the Bb site. You will need a hard copy for best team work.
 - **The format for the report is identical to the previous group work. However, you should work with a different group.**

3/17

1. PowerPoint presentations.

- **Post your presentation as an attachment on the Discussion Board.**

2. Give your impression of the presentations by **posting comments on the Discussion Board. Do that as soon as possible – within the next two or three days.**

SPRING BREAK

3/29

1. Review #2 is due.

2. **Quiz 2.** This quiz comes directly from the questions on IT-2.
 - a. **You may use the article and any notes that you took during the interteaching session to answer the quiz questions.**
3. When you have finished the quiz, you may search for a third article to review, and **post it on the Discussion Board for approval.** This may be done outside of class. It is advisable to have your article approved promptly so that you will have enough time to prepare a quality review. When your article has been approved, begin to prepare your next review and PowerPoint presentation.

This completes another cycle of work in this course.

3/31

1. Interteaching session IT-3. This session is to be done with a different partner.

- a. **Banker, Bardhan, & Asdemir (2006)**
- b. At the conclusion of the work with your partner, each student is to complete the interteaching report and **post it on the Discussion Board.**

4/5 CANCELLED

Mike Carlin is sick. We will read and discuss an article together in class. The article will be handed out in class. Post your comments about this reading.

1. Presentation:
Michael Carlin, Ph.D.
Assistant Vice President
Infrastructure and Support
Division of Information Technology
University of Maryland, Baltimore County
2. **Post your comments about this presentation on the Discussion Board.**

4/7

The below PowerPoint presentations are based upon the article that you selected to review and had approved on the Discussion Board.

1. **PowerPoint presentations.**
 - **Post your presentation as an attachment on the Discussion Board.**
2. Give your impressions of the presentations by **posting comments** on the **Discussion Board before the next class.**

4/12

1. It is important that you come to class prepared for this **group work #3**. Read the article before class. That will help your discussion.
2. In class 3-person group discussion and analysis of a journal article: **Lim & Reeves (2010)**. The article is available on the Bb site. You will need a hard copy for best team work.
 - **The format for the report is identical to the previous group work. However, you should work with a different group.**

4/14

The below PowerPoint presentations are based upon the article that you selected to review and had approved on the Discussion Board.

1. PowerPoint presentations.
 - Post your presentation as an attachment on the Discussion Board.
2. Give your impression of the presentations by posting comments on the Discussion Board before the next class.

4/19

1. Review #3 is due.
2. Quiz 3. This quiz comes directly from the questions on IT-3.
 - b. You may use the article and any notes that you took during the interteaching session to answer the quiz questions.
3. When you have finished the quiz, you may search for a fourth article to review, and post it on the Discussion Board for approval. This may be done outside of class. It is advisable to have your article approved promptly so that you will have enough time to prepare a quality review. When your article has been approved, begin to prepare your next review and PowerPoint presentation.

This completes another cycle of work in this course.

4/21

1. **Interteaching session IT-4.** This session is to be done with a different partner.
 - a. **Ackerman (2000)**
 - b. At the conclusion of the work with your partner, each student is to complete the interteaching report and **post it on the Discussion Board.**

4/26

1. **PowerPoint presentations.**
 - **Post your presentation as an attachment on the Discussion Board.**
2. Give your impression of the presentations by **posting comments on the Discussion Board. Do that as soon as possible – within the next two or three days.**

4/28

1. It is important that you come to class prepared for this **group work #4**. Read the article before class. That will help your discussion.
 - In class **2-person group** discussion and analysis of a journal article: **Wang and Emurian (2005)**. The article is available on the Bb site.
 - **The format for the report is identical to the previous group work. However, you should work with a new partner. This is a 2-person exercise.**

5/3

1. **PowerPoint presentations.**
 - **Post your presentation as an attachment on the Discussion Board.**

2. Give your impressions of the presentations by **posting comments** on the **Discussion Board before the next class.**

5/5

1. **Quiz 4.** This quiz comes directly from the questions on IT-4.
 - c. **You may use the article and any notes that you took during the interteaching session to answer the quiz questions.**

5/10

1. **PowerPoint presentations.**
 - **Post your presentation as an attachment on the Discussion Board.**

2. Give your impressions of the presentations by **posting comments** on the **Discussion Board before the next class.**

5/12

1. Review #4 is due.
2. **Each student will make brief comments on what you learned during the semester. This is a way of achieving closure on our work together throughout the semester.**