Important Information

Meets: Thursday, 1:00-3:30pm, in Information Technology & Engineering (ITE), #406

Professor: Dr. Wayne Lutters
Office: ITE, #433
E-mail: lutters@umbc.edu
Phone: (410) 455-3941
Office Hours: Thursday 3:30-5:30pm, online, and by appointment.

Website: http://blackboard.umbc.edu/


Supplement: Additional required readings will be available in class, online, or on reserve at the AOK library. Helpful reference texts have also been placed on reserve.

Course Policies

OFFICE HOURS
Students are encouraged to take advantage of office hours, especially to discuss their research projects. While Thursday afternoons are scheduled for this course, I am available many times of the week besides those posted. Stop by any time the door is open or request an appointment via e-mail to ensure that I will be available.

Students are welcome to raise any issues dealing with the course or their studies, however, as a policy I do not reiterate material from classes which you have missed. It is best to download any lecture slides and check with your fellow classmates to cover absences.

CLASSROOM CONDUCT
Regular attendance is expected, but not required. Do note, however, that active participation in class discussion is a sizeable portion of your 805 experience and final course grade. If arriving late to class, please be courteous to your fellow students and instructor. Disruptive behavior cannot be tolerated. This also includes cell phones and pagers, which must be turned off for the duration of the class.

ACADEMIC CONDUCT
By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty and integrity. Acts of academic misconduct, as defined below, will result in disciplinary action that may include failure of the course, suspension, or dismissal. (Please consult the UMBC Student Handbook for the full policy.)

- **Cheating:** Knowingly using or attempting to use unauthorized material, information, or study aids in any academic exercise.
- **Facilitation:** Knowingly helping or attempting to help another commit an act of academic dishonesty.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** Knowingly representing the words or ideas of another as one’s own in any academic exercise, including works of art and computer-generated information/images.
Course Objectives

• Appreciate the relationship of the fundamental philosophical stances in IS research.
• Be able to critically evaluate qualitative research.
• Thoughtfully design a field-based inquiry.
• Gain mastery of core field-based data collection and analysis techniques.
• Internalize this material through a personally relevant, semester-long, pilot research project.

Course Assignments

WEEKLY ARTICLE REVIEW
Each week the class will read, critique, and discuss 1-2 field-based research articles from the contemporary IS literature. Each student will prepare and lead one of these discussions. This includes the following activities:

Presenter:
1.) Select an appropriate field-based IS research article of personal interest.
2.) Clear it with the instructor at least two weeks in advance. Article must be approved.
3.) Distribute the article to the class at least one week in advance.
4.) Read and critique the article.
5.) Lead in-class discussion of the article (~15 min).
6.) Post summary of this discussion on Blackboard.
7.) Promote online discussion of this article throughout the semester.

All students:
1.) Read and critique the article.
2.) Engage in active class discussion.
3.) Continue to discuss the paper throughout the semester via Blackboard.

Research Areas:
• Artificial Intelligence/Knowledge Management
• Database/Data Mining
• Decision Making Support Systems
• Human-Computer Interaction
• Software Engineering/Systems Analysis & Design
• E-Government
• Health/Bio Informatics

COURSE PROJECT
Learn by doing. In order to concretize the abstract material from this course, each student will undertake a personally relevant research project. The topic is to be selected in consultation with the instructor and scoped appropriately for the course (likely a pilot or proof-of-concept study). The evaluative emphasis is on the experience more than the outcome of the research project. While it may not yield presentable results in a semester’s time, it should provide ample opportunity to be meaningfully engaged in both data collection and analysis activities. The course content is frontloaded to accommodate the project schedule.

PROJECT PRESENTATIONS
During 11/17-12/8, you will present your course project as a “work in progress” for peer review and discussion.

PROJECT PAPER
A final term paper will summarize the course project, including: research questions, study design and rationale, analysis, preliminary findings, retrospective reflection, and expectations for continued research. Due by 12/19.

TAKE-HOME EXAM
There will be a week-long, take-home essay exam due 11/10. This exam will integrate content covered to date and will evaluate your critical reasoning with regard to field-based IS research.

CLASS EXERCISES & PARTICIPATION
Every student is expected to have completed all assigned readings (text, supplemental reading, review article) prior to class. All students should actively participate in both class and on-line discussions. Contributions will be noted and mid-semester feedback will be provided. There will also be a series of in-class and take home exercises.
Grading Policies

Grading Standards
The University’s Graduate Catalog states that grades of “A”, “B”, and “C” are passing and grades of “D” and “F” indicate failure. There is specifically no mention of any numerical scores associated with these letter grades. Consequently, there are no pre-defined numerical boundaries that determine final letter grades. These boundaries can only be defined at the end of the semester after all scores have been earned. At that point, boundaries for final letter grades can be defined such that they conform to the University’s and IS’s official guidelines. This means that it is not appropriate to assume that a given numerical score corresponds to a particular letter grade. It is also important to understand that final letter grades reflect academic achievement and not effort.

Grading Details
Your course grade will depend largely upon your course project, including both the presentation and final paper. Other activities include your article review session, exam, in-class exercises and active class participation.

There are 100 possible points to be earned in the course, with approximate percentage breakdowns as follows: (specific point values for each assignment will be announced and listed in the Blackboard grade book.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project</td>
<td></td>
</tr>
<tr>
<td>- Presentation</td>
<td>10</td>
</tr>
<tr>
<td>- Paper</td>
<td>30</td>
</tr>
<tr>
<td>• Article review</td>
<td>10</td>
</tr>
<tr>
<td>• Exam</td>
<td>25</td>
</tr>
<tr>
<td>• Exercises</td>
<td>10</td>
</tr>
<tr>
<td>• Class participation</td>
<td>15</td>
</tr>
</tbody>
</table>

Late Work
Assignments are due at the beginning of class or as indicated. Late assignments will not be accepted.

OIT instructions for registering for the IS 805 Blackboard 6 course website:

1.) Go to http://blackboard.umbc.edu
2.) When you press the "login" button, you will receive a UMBC "WebAuth" login prompt. Simply use your usual UMBC "kerberos" userid & password. You will then be redirected to your course or to the MyBlackboard screen that lists your available courses.
3.) If you have not enrolled in the online course before, click on the "course" button. Then click on "Browse Course Catalog".
4.) Type in a keyword for your course in the text box. For example, if you are taking an English course, type in ENGL. Click on "Go".
5.) Find your course site and click on the "Enroll" button on the far right side of the window. Click on "Submit", and "OK", when prompted to do so.
### Tentative Schedule

Following is a very tentative schedule of lecture topics, readings, research panel topics and assignment due dates. The instructor reserves the right to adjust this schedule for any reason, given fair advanced notice both in class and on the Blackboard announcements page. In addition, the most current schedule will always be available under “Course Information.” Please check Blackboard frequently to ensure that your information is up-to-date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
<th>Article Review</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>Course introduction</td>
<td>Strauss, CH 1</td>
<td></td>
<td></td>
<td>Blackboard bio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Method</td>
<td>Data Collection</td>
<td>Data Analysis</td>
<td>Project plan</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>9/29</td>
<td>Observation <em>(Naturalistic, Structured, Think-aloud, Diary)</em></td>
<td>Supplemental readings</td>
<td>Naturalistic observation field exercises</td>
<td>Class IRB</td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td>Interviewing <em>(Open, Structured, Semi-Structured, Contextual)</em></td>
<td>Strauss CH 6 Supplemental readings</td>
<td>Interview role play exercises</td>
<td>Take-home observation exercise</td>
<td></td>
</tr>
<tr>
<td>10/13</td>
<td>Focus groups, field experimentation, action research</td>
<td>Supplemental readings</td>
<td>Mock focus group session</td>
<td>Project plan</td>
<td></td>
</tr>
</tbody>
</table>

**References:****

**DB/DM**

**SE**

**AI/KM**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Supplemental readings</th>
<th>Sampling exercises</th>
<th>Project consent forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>Survey design &amp; use, Qual sampling techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>Coding &amp; Analysis I (Grounded Theory, Content &amp; Protocol)</td>
<td>Strauss, CH 7-10</td>
<td>Coding exercises</td>
<td>Survey critique</td>
</tr>
<tr>
<td>11/3</td>
<td>Coding &amp; Analysis II (Advanced, software support)</td>
<td>Strauss, CH 11, 12, 13</td>
<td>Demo: nVivo</td>
<td></td>
</tr>
</tbody>
</table>

**Supplemental readings**

**Sampling exercises**

**HCI**


**DB/DM**


**e-Gov**


**M/BI**


**Project consent forms**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10</td>
<td>Research Roundtable: Dr. Komlodi</td>
<td>Selected research articles: JCDL’03, IRMA’04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross-cultural study design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critique: Chakraborty, Davis, Fan, Goldman, Holtgrefe, McGuire</td>
</tr>
<tr>
<td>11/17</td>
<td>Research Roundtable: Dr. Holden</td>
<td>Selected research articles: IJPA’04, TIS’05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam debrief</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critique: Ho, Kaur, Ngamkajornwiwat, Nolker</td>
</tr>
<tr>
<td>11/24</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>“Talking About Machines: An Ethnography of a Modern Job”</td>
<td>Orr 1-161</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critique: Ahluwalia, Bekure, Holden, Mowafi, Dinmore, White</td>
</tr>
<tr>
<td>12/8</td>
<td>Writing &amp; reviewing qualitative research</td>
<td>Strauss, CH 14-15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding the peer review system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critique: Ho, Pohl</td>
</tr>
<tr>
<td>12/19</td>
<td>No final exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project paper due</td>
</tr>
</tbody>
</table>

### Additional Readings Referenced in Class