

MIS 7378 Information Technology Management and Control
Fall Semester 2023
Monday
6:00pm-9:00pm
Room CBB 124

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Office: Melcher Hall, Room 290H

Location: 2nd Floor, DISC Dept, C.T. Bauer College of Business

Office Hours: By appointment

Course Focus

The objective of this course is to introduce students to management information systems and information technologies, with the purpose of enhancing and changing business processes, improving and supporting decision making and obtaining competitive advantage. The course concentrates on Internet technologies as a platform for businesses, e-commerce, networks, enterprise systems and collaborative work. This is not a course that focuses on particular information technologies, but instead views IT as a portfolio of tools that can be applied and misapplied to various business problems. The course combines group activities, such as case analysis and assignments, with individual evaluation tasks such as tests for each chapter.

The assignments, group presentations and discussions, and individual participation are designed to achieve our learning goals of enhancing communication, emphasizing the interdisciplinary nature of business, promoting critical thinking and instilling ethical analysis of different business scenarios, giving particular regard to the management of information systems.

Required Textbook

- Valacich, Joe and Christoph Schneider Jeffrey “Information Systems Today: Managing in the Digital World”, 9th Edition, Pearson Prentice Hall

Course Evaluation

- All grades will be posted through the Canvas system.
- Exams will account for 45% of the final grade. There will be three exams, each therefore with a weight of 15% going towards the final grade.
- In the class, 8 group assignments will go towards 25% of the final grade (i.e., 3.125% per assignment)
- In the class, 8 group presentations / critical analysis discussions will go towards 20% of the final grade. (i.e., 2.5% per presentation / critical analysis discussion)
- In the class, individual participation in each of the 8 classes where presentations / critical analysis occurs will go towards 10% of the final grade (i.e., 1.25% per individual participation per chapter)

Activity	Percentage of the Total Grade	Observations
Exams (three in total)	45	
Group Case Assignments	25	Please read descriptions, schedule, and rubric below.
Group Presentation & Discussion	20	
Individual Class Participation	10	
Total	100	

Class Attendance

Your attendance in each class, and especially in the group presentation / critical discussion class, is **mandatory**, and you must remain in class for the entire allocated class time. If you miss any class or leave early, you will miss the grades associated with the group case assignments, group case presentation / critical analysis discussions, and individual class participation. In addition, if you miss a class, it is your responsibility to find out what was covered by asking other students what you missed, and by reading the assigned chapter.

Exams

There will be three exams held throughout the semester according to the schedule provided below. These exams will consist of multiple-choice questions, though the format is subject to change. Please note that exams are **not** cumulative and are based on the text, assignments, and class discussions. Exams will be during class time in the classroom as shown in the schedule below. Median Adjustment: If the median for an exam is less than 77, an adjustment *may* be made to achieve a 77 median at the instructor's discretion. This adjustment does NOT apply to make-up exams or to group assignments.

Class Structure

The class will be structured using a per chapter approach from the text book. Each selected chapter will be investigated over a three-class period; the first class will entail the instructor presenting the chapter. The second class will entail students working in groups to analyze and submit a case as outlined below. The third class will entail groups either presenting their analysis in a PowerPoint / keynote presentation or providing critical discussion of another group's presentation. Once this third class is completed, the class will then move on to the next chapter and so on and so forth throughout the semester.

In-Class Group Work

- **Group Case Analysis**

On scheduled days (i.e., the class that follows the instructor's chapter presentation), the instructor will assign a mini-case relevant to the given chapter to be analyzed in groups. Each group will comprise 6-8 students. Different cases will be assigned to different groups, with a given case being assigned to no more than two groups. These student groups will be created and randomly assigned by the instructor, with students remaining in these groups for the entire semester. Once the assignment is finished, it will be submitted through Canvas before the time assigned expires. Only one assignment per group is to be submitted, with each student's name and role in the group analysis being noted at the top of the submission. Only those students who are in all classes for each chapter and who actively participate in the group assignment will be given the grade for the group assignment. If you are unable to be physically in the class, you will not be given the group case analysis grade; this is the case even if you are able to work remotely, unless you are given explicit permission by me for a given class with at least one week's notice. For emergency situations such as short-notice emergency doctor visits, I will make a decision predicated on each situation's context but I require as much notice as possible.

The write-up of the in-class assignment entails analyzing a case. This analysis requires the student group to answer a question **provided by the instructor** (i.e., not the questions printed on the mini case). The analysis will be graded according to the rubric shown at the end of this document. **The expectations of the quality of these analyses are very high.** Incomplete, extremely short, rushed answers will be penalized. And to re-iterate, they will be graded according to the rubric attached at the end of this syllabus.

- **Group Case Presentation**

In addition to the case analysis, each group is to submit a short PowerPoint presentation of the case analysis (of no more than 12 slides). This presentation is to be submitted to Canvas by no later than midnight the day before the following class where the presentation will be given. This presentation should summarize the main points of the case as well as contain the case analysis – i.e., the answer to the question(s) provided by the instructor. These slides will not be graded (noting the rubric below), although failing to submit them will imply a grade deduction. The purpose of the slides is to be used as the basis for the general discussion of the cases in the class that follows.

- **Group Case Discussion**

As well as presentation slides, each group is also to formulate a set of three critical thinking questions regarding the assigned case. These should be included within the Group Case Presentation submission as separate slides. These questions should be insightful and address aspects of the assignment that were not included in the list of questions provided in the write-up. These three questions should be related to the concepts presented in the lecture and should be formulated to create discussions. These questions will not be graded, although, failing to submit them will imply a grade deduction. The purpose of the set of critical questions is to serve as the focal point for the general class discussion that follows.

In summary, for each group assignment, groups must submit:

1. Answers to the pre-established group assignment question(s) (to be submitted via Canvas)
2. A power point slide presentation of the assignment that will be presented in the class that follows (to be submitted to Canvas by no later than midnight the day before the following class where the presentation will be given)
3. A set of three critical thinking questions that will be used as the basis for the discussion about the assignment in the class that follows (to be submitted with the power point by no later than midnight the day before the following class where the critical analysis discussion will take place).

Group assignment submissions will be checked for plagiarism using TurnItIn.com. Any assignment with any sign of plagiarism will receive an automatic 0. To avoid this, every source should be referenced, and any verbatim quote should be within quotation marks and the source should be cited.

- **Group Case Presentations / Discussions**

In the class following the group case analysis, groups will be randomly selected to present **either** their PowerPoint presentation, or to use their critical-thinking questions to lead the class in evaluating the case they have analyzed. If selected to present, then group presentations are to last no longer than 10 minutes. Alternatively, if selected to lead the class in a critical group discussion about the case analysis, then students should be prepared to lead the class in discussion for up to 10 minutes.

Please note! Ten minutes is a (much!) longer time than you think when presenting and/or leading a discussion. In preparing for either of these eventualities, please ensure that you consider this time aspect when preparing for your presentation, as falling short of these time expectations may negatively impact the scores allocated for this work. During the presentations, I will be making notes and timing.

The following is an example of the structure of how the Group Case Presentation / Discussion 90-minute class will typically run:

RK introduces Class		5
Case A	Group 3 gives Case A Presentation	10
	Handover	2
	Group 6 leads class in Case A Critical Discussion Q&A	10
Handover		2
Case B	Group 2 gives Case B Presentation	10
	Handover	2
	Group 5 leads class in Case B Critical Discussion Q&A	10
Handover		2
Case C	Group 1 gives Case C Presentation	10
	Handover	2
	Group 4 leads class in Case C Critical Discussion Q&A	10
RK rounds up class		5

Class Participation

Class participation will be 10% of the final grade. This relates to those members of the class who are not presenting or leading the group discussion on the case analysis (see above). The participation grade is awarded to those who respond to a critical question in one of two scenarios:

- Responding in class to the extent that I deem that the response is relevant, related, and useful to the discussion.
- Responding by email after the class has finished but before midnight. The text of your answer is to be no less than 100 words, and it needs to be submitted by no later than midnight of the day of the class where the critical questions were asked. Moreover, the text must not be on your own case study, but necessarily be your opinion on another group's case study evaluation.

I will not be accepting emails with responses to critical questions that are submitted during the class; this demonstrates to me that you are not listening to the presentation / critical questions being undertaken by other groups. Nor will I accept emails with responses to critical questions that are submitted after midnight of the day in question. Participation will be graded according to the rubric at the end of this document. Please read the rubric carefully to understand my expectations for participation. **A student who is absent will receive a 0 that day, with no excuses being accepted.** In other words, you must be in class to receive the class participation grade for an emailed submission.

Working in Groups

To receive the grade for a group assignment / presentation / critical analysis, each student must ***actively*** participate before the piece of work is submitted. In other words, the onus is on each student to ensure that their own name and the work that they did for each group submission is included. But as importantly, it is also incumbent on all group members to ensure that only those group members who participate in a given piece of work receive the grade for that piece of work. This therefore requires all students in all groups to actively communicate with each other before a given work is to be submitted to ensure that every group member is afforded the same opportunity to participate actively in the work. This will require all group members to sign off on group work protocols at the beginning of the semester so that there are no grounds for confusion once the semester is underway.

If it is subsequently determined that a given student is not actively participating in a piece of work but is either passively or actively claiming the grade for it (i.e., Passively: by taking the grade allocated to a group and not advising the instructor of their non-participation, or Actively: advising the instructor that they actively participated but did not do so accordingly to given logs), then it is imperative that the instructor be advised by group members soon as possible. In this scenario, the instructor will require access to logs that demonstrate which group members actively worked on a given assignment. If a group member's non-active participation is subsequently proven, the instructor reserves the right to penalize any such group member, with any penalization decision made by the instructor being final. Students are therefore requested to keep logs of all interactions on group work so that the extent of student active participation can be reviewed by the instructor if necessary.

For emergency situations such as short-notice emergency doctor visits that require a student to miss a class, the instructor will decide what grade (if any) will be awarded predicated on each situation's unique context. However, in such a scenario, it is imperative that the instructor is notified by email immediately / as soon as possible – rckniffen@cougarnet.uh.edu and in all cases before the class to be missed occurs.

Canvas

We will use Canvas for this course. Canvas is an online course shell that provides a framework and tools for instructors to put course material and activities online. Lecture slides and instructions for the assignments will be posted on Canvas. I will endeavor to provide a PDF version of the slides that I will use 24 hours prior to the class where I will be presenting course material.

Registered students are loaded into Canvas courses from the registration system. Starting a few days before classes start, registered students are loaded automatically into courses based on section numbers provided by instructors. Students who register late should allow at least 1-2 working days for their access to be enabled. Students should use their Cougarnet account to access Canvas.

Grading

The grading scale being used in this class is as follows:

A.....	90-100%
B.....	80-89%
C.....	70-79%
D.....	60-69%
F.....	0-59%

I do not give + or – grades, so please do not ask for them.

Rounding: Your overall class grade (the weighted total of exams and group exercises) will be rounded up to the nearest whole number when the decimal portion is equal to or greater than 0.5 should you be on the cusp of increasing your overall grade. For instance, if your final term grade is 79.6, you will be raised to a grade of 80; conversely, if your term grade is 79.4, you will NOT be raised to a grade of 80. If, in the event at the end of the semester that your final grade is close to the grade above but does not fulfill the requirement above – i.e., the decimal portion is not 0.5 or higher to automatically raise you to the next grade – please do NOT contact me requesting me to either to reconsider your previous grades, note your appreciation of the course, or any other reason why your grade should be increased; I will not respond to your request.

Occasionally I get contacted by students upon getting their final grade with the suggestion that their grade is not out of 100 but out of a smaller number, and therefore as a percentage score, they should be getting a higher number and thus a higher related grade. To clarify this point – you are to consider your final grade mark as being your final grade mark out of 100. If you get 89.49999, then this is out of 89.4999/100 and thus is NOT sufficient to raise you up a grade point from an A to a B (see above).

Grade Disagreements

Petitions to receive a different grade for a piece of work on an assignment or exam must be submitted **in writing within one week of the grade being awarded**. The petition must include a detailed description of why the given grade should be changed. Petitions to receive a grade for a piece of work on an assignment or exam **where no grade has been awarded** to a student must be submitted **in writing within one week of the grade not being awarded**. The petition must include a detailed description of why a grade should be awarded. Typical scenarios for a grade not being awarded include, but are not limited to, a student not being present in class without permission to miss the class, or a student who is present in class but who has not been *actively*

participating in a given group assignment. Petitions will be kept on file until the end of the semester. The instructor's re-evaluation will then only proceed if the maximum score possible as a result of the remarking of the work will move the student's overall grade up by one grade. For example, if the possible maximum score that can be achieved for a piece of work that a student has submitted be remarked is 2 grade points, and the student's score is 76.8 excluding this work, then this work will **not** be reevaluated because even if the remark gives the full 2 grade points, the final score will be 78.8 and would not change the student's overall grade from a C to a B. Conversely, if the possible maximum score that can be achieved for a piece of work that a student has requested be remarked is 2 grade points, and the student's score is 78.8 excluding this work, then it **will** be remarked because achieving the full grade score as a result of the remark would move the student's grade from a C to a B. Please note that a re-evaluation will involve a full regrading of the assignment, and may result in a higher, lower, or the same grade. The instructor will correct errors in point calculation on the spot.

Extra Credit

There will likely be opportunities for extra credit towards the end of the semester. Details of any such opportunity will be shared at the appropriate juncture. Please do not ask the instructor for any more details as this information will not be shared in advance.

Classroom Behavior

The non-academic use of cell phones, laptops, tablets, hatchimals and the like are distracting to yourself and those around you - plus it is rude! Please silence or turn off your phone/hatchimal prior to entering the classroom. If you are causing a disruption you will be asked once to cease the activity. If the activity continues, you will be asked to leave the classroom. Disruptive or threatening behaviors are strictly prohibited and will be dealt with in accordance with university policy.

Late Work Policy

In-class case study analyses require you to be in-class, and for the work to be completed and submitted online to Blackboard Learn by the conclusion of the class. If you miss a window to submit your work, you will be allocated a zero for that piece of work. Please note: Technology failure is not an excuse for late work, so PLEASE do not wait until the last minute to submit any online work! If you miss an exam without a prior request to me for your justified absence that I have approved, then you will be given a zero for that exam.

Academic Integrity

A zero-tolerance policy on cheating is in effect. Cheating in the workplace can cost you your job and cheating in this class will cost you your grade (and sanctions from the dean of students). Cheating includes any action where you take credit for work on any assignment or exam that you did not do yourself. Likewise, if you allow another student to copy your work, you are complicit in cheating and equally guilty. It is your responsibility to ensure your work does not fall into the wrong hands (i.e. do not “forget” to delete your assignment from a shared computer). Plagiarism is cheating! If you include any material obtained elsewhere in your assignment, you must reference the original work. Plagiarism is not just when you “copy and paste” but is also when you take ideas from another place without referencing the original source. If in doubt, cite your source.

UH and Bauer Policies on Academic Dishonesty and Misconduct

High ethical standards are critical to the integrity of any institution and bear directly on the ultimate value of conferred degrees in the business community. All UH students are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that all academic dishonesty be recognized and addressed.

<http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/>

The Bauer Code of Ethics and Professional Conduct (Bauer Code) is designed to reflect the values held by the C. T. Bauer College of Business faculty and students. Just as professionals in medicine, law, and accounting operate within ethical principles designed to maintain a high standard of behavior within each profession, business professionals also should be guided by a set of principles specific to the business community consisting of managers, executives, and business employees. Therefore, the Bauer Code reflects principles we believe should govern a student’s behavior while a Bauer College major. Ultimately, Bauer’s reputation depends on the actions of its students and graduates. It is our hope that each Bauer College graduate applies these principles within his or her professional and personal lives both during and after college.

<http://www.bauer.uh.edu/business-ethics/bauer-code-of-ethics.php>

Your attire, language, and general disposition is to align with professional standards. Disruptive behavior and inappropriate conduct will result in disciplinary action. The following appears in the [Prohibited Conduct Section of the University of Houston Student Code of Conduct](#):

3.6. Disruptive Classroom Conduct – Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Sanctions for students found in violation of the Prohibited Conduct Section of the Student Code of Conduct include suspension and expulsion.

Requests for Accommodation

If you anticipate issues related to the format or requirements of this course, please contact the instructor to discuss ways to ensure your full participation in the course. The C.T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with [the Justin Dart Jr. Student Accessibility Center](#) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner. If you need to take an exam or quiz in the test center, please e-mail your instructor at least one week in advance.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional

policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible via email.

Tentative Class Schedule

Date	Day	Topic
Monday, August 21, 2023	1	Introduction to the Course Presentation: Chapter 1 - Managing the Digital World
Monday, August 28, 2023	2	Group Case Analysis: Chapter 1 - Managing in the Digital World Group Presentation / Critical Discussion: Chapter 1 - Managing in the Digital World Presentation: Chapter 2 - Gaining Competitive Advantage through Information Systems
Monday, September 4, 2023	3	Labor Day Holiday
Monday, September 11, 2023	4	Group Case Analysis: Chapter 2 - Gaining Competitive Advantage through Information Systems Group Presentation / Critical Discussion: Chapter 2 - Gaining Competitive Advantage through Information Systems Presentation: Chapter 3 - Managing the Information Systems Infrastructure and Services
Monday, September 18, 2023	5	Group Case Analysis: Chapter 3 - Managing the Information Systems Infrastructure and Services Group Presentation / Critical Discussion: Chapter 3 - Managing the Information Systems Infrastructure and Services

		Presentation: Chapter 5 - Enhancing Organizational Communication and Collaboration Using Social Media
Monday, September 25, 2023	6	Exam 1 - Chapters 1 - 3
Monday, October 2, 2023	7	Group Case Analysis: Chapter 5 - Enhancing Organizational Communication and Collaboration Using Social Media Group Presentation / Critical Discussion: Chapter 5 - Enhancing Organizational Communication and Collaboration Using Social Media Presentation: Chapter 6 - Enhancing Business Intelligence Using Big Data and Analytics
Monday, October 9, 2023	8	Group Case Analysis: Chapter 6 - Enhancing Business Intelligence Using Big Data and Analytics Group Presentation / Critical Discussion: Chapter 6 - Enhancing Business Intelligence Using Big Data and Analytics Presentation: Chapter 7 - Enhancing Business Processes Using Enterprise Information Systems
Monday, October 16, 2023	9	Group Case Analysis: Chapter 7 - Enhancing Business Processes Using Enterprise Information Systems Group Presentation / Critical Discussion: Chapter 7 - Enhancing Business Processes Using Enterprise Information Systems Presentation: Chapter 8 - Strengthening Business-to-Business Relationships via Supply Chain and Customer Relationship Management
Monday, October 23, 2023	10	Exam 2 - Chapters 5-7
Monday, October 30, 2023	11	Group Case Analysis: Chapter 8 - Strengthening Business-to-Business Relationships via Supply Chain and Customer Relationship Management Group Presentation / Critical Discussion: Chapter 8 - Strengthening Business-to-Business Relationships via Supply Chain and Customer Relationship Management Presentation: Chapter 10 - Securing Information Systems
Monday, November 6, 2023	12	Group Case Analysis: Chapter 10 - Securing Information Systems Group Presentation / Critical Discussion: Chapter 10 - Securing Information Systems
Monday, November 13, 2023	13	Exam 3 - Chapters 8-10
Monday, November 20, 2023	27	Thanksgiving Holiday
Monday, November 27, 2023	29	Administration Day

Rubric for Grading Group Assignment Cases

Criterion	A Level (94-100 %)	A- Level (90-93 %)	B+ Level (87-89 %)	B Level (83-86 %)	B- Level (80-82 %)	C Level (70 – 79 %)	D Level (69% or below)	Score
Completeness (20%)	The answer is complete in all components.	The answer is complete in most components.	Complete in many components, not fully complete, though.	Complete in many components	Incomplete in quite a few components	Incomplete in many respects, only one or very few aspects responded.	Incomplete in most elements. Does not answer most of the aspects of the question.	
Analysis (30%)	It is very insightful . It connects the aspects of the questions to concepts discussed in lecture and chapter. It supports all opinions with theory, evidence and solid logical arguments.	It is insightful . It connects the aspects of the questions to concepts discussed in lecture and chapter. It supports most of the opinions with theory, evidence and logical arguments.	Presents a fair analysis of most issues (not all of them, though). It fairly incorporates all concepts and theory from chapters to support opinions and logical arguments.	Presents a fair analysis of many issues . It incorporates some concepts and theory from chapters to support opinions.	Presents analysis of some of the issues . It doesn't incorporate concepts and theory from chapters to support opinions.	Presents a superficial analysis of some issues; it omits relevant concepts and theory discussed in lecture and chapter. Opinions are not well supported by concepts or theory.	Incomplete very scarce (if any) analysis of the main aspects of the question. Makes little or no connection with concepts discussed and presented in lecture and chapters. Does not support opinions with data or theory.	

Research (30%)	Supplements the answer with detailed research of the situation presented in the case. The research is relevant and fits perfectly with the answer. The sources of research are thoroughly identified and well documented .	Supplements the answer with detailed research of the situation presented in the case. The research is relevant and fits perfectly with the answer. The sources of research are identified and documented .	Supplements the answer with some research of the situation presented in the case. The research is fairly relevant and fits with the answer. The sources of research are identified and documented .	Supplements the answer with some research of the situation presented in the case. The research is fairly relevant and somehow fits with the answer. Limited documentation of sources .	Supplements the answer with some research of the situation presented in the case. The research is relevant and somehow fits with the answer. Limited documentation of sources .	Supplements answer with limited research . The research is almost not related to the main aspects of the question. Very limited documentation of the sources .	Very little or non-existent research to supplement the answer. No documentation of sources .	
Presentation (20%)	Writing is clear, concise and correct. Extremely well organized .	Writing is clear, concise and correct. Well Organized . Grammar is correct.	Writing is clear, concise, and correct and contains very few	Writing is clear, concise, and correct and contains few errors . Well organized.	Writing is clear, concise, and correct and contains numerous errors . Organized.	Writing is unclear and contains numerous errors. Insufficient details. Lacks organization .	Very unfocused, poorly written. Poor grammar. Unclear and poorly organized .	

	Grammar is correct.		errors. Well organized.					
Total								/100

Rubric for Grading Group Presentation

	10	7.5	5	2.5	Mark
Visual Appeal	There are no errors in spelling, grammar, and punctuation. Information is clear and concise on each slide. Visually appealing / engaging.	There are some errors in spelling, grammar, and punctuation. Too much information on two or more slides. Significant visual appeal.	There are many errors in spelling, grammar, and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on.	There are many errors in spelling, grammar, and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.	
Comprehension	Extensive knowledge of topic. All members showed complete understanding of assignment. All members accurately addressed all required points, and all members were able to answer questions from the audience.	Most group members showed a good understanding of topic. Most members were able to answer most of audience questions.	Few members showed good understanding of some parts of topic. Only some members accurately answered questions.	Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect.	

Presentation Skills	During the presentation all members maintained regular/constant eye contact. The audience was engaged, and all presenters held the audience's attention. All members spoke with appropriate speaking volume & body language.	Most members spoke to majority of audience; steady eye contact. The audience was engaged by the presentation. Majority of presenters spoke at a suitable volume. Some fidgeting by member(s).	Members focused on only part of audience. Sporadic eye contact by more than one presenter. The audience was distracted. Speakers could be heard by only half of the audience. Body language was distracting.	Minimal eye contact by more than one member focusing on small part of audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.	
Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered; little irrelevant info.	The presentation was informative, but several elements went unanswered. Much of the information irrelevant; coverage of some of major points.	The presentation was a brief look at the topic, but many questions were left unanswered. Majority of information irrelevant and significant points left out.	
Preparedness/ Participation/ Group Dynamics	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with one minimally contributing.	Unbalanced presentation or tension resulting from over-helping. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.	

			Primarily prepared but with some dependence on just reading off slides.		
				Total	/10

Rubric for Grading Participation (both for leading group discussion and audience participation)

Criterion	EXCELLENT	GOOD	AVERAGE	UNSATISFACTORY
PREPARATION	Comes very well prepared to the class, covers all the cases/concepts in the chapter.	Comes prepared to the class, covers all/some cases/concepts in the chapter.	Comes prepared to the class, covers some/a few cases/concepts in the chapter.	Comes to the class unprepared .
CONTINUOUS PARTICIPATION	Participates actively in all the three cases discussed that day.	Participates actively in all three/two/one cases discussed.	Just participates in one/two cases.	Doesn't participate.
CLARITY	All statements are comprehensible, short, and precise as per the context.	Meaningful but lacks clarity.	Participates but not focused on the concerned topic.	Doesn't participate.
ENGLISH	No errors. Good grammar, fluency, and vocabulary.	Lacks either vocabulary or makes some mistakes while participating or inappropriate vocabulary usage.	Lacks most of the qualities like fluency, vocabulary, and good grammar in participation.	Doesn't participate.

This course is not easy... however, understanding the complexity inherent to administering an information systems environment is crucial in modern business. Consequently, the skills you learn in this class will serve you well if you put in the effort to learn them. I look forward to our time together in class.

Professor Richard Kniffen MBA
**Department of Decision and Information Sciences,
C.T. Bauer College of Business,
University of Houston**