Information Systems Department
Faculty Development Plan

Outline:

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1. Self-Assessment

**Strength, Skills, and Competencies**

Growing up on a small family-run dairy farm, I was taught the value of diligence and hard work early in life. To me, diligence refers to steadfast and persistent day-to-day efforts. On the farm, regardless of the weather, holidays, health, or extracurricular activities, the daily work had to get done. Applying this to an academic setting, it is not about waiting for ideal situations (e.g., large blocks of time to do research) to make progress on goals. Rather, I believe it is more important to consistently take small steps toward long-term goals on a daily basis, regardless of the circumstance. My beliefs echo the words of Alma that explain by “small and simple things are great things brought to pass” (Alma 37:6).

Building on the principle of diligence, I have the ability to manage multiple demands well simultaneously. In other words, I am comfortable and effective with splitting my time between multiple tasks during a day to make sure that both the urgent tasks (e.g., preparing for class, fulfilling citizenship responsibilities, etc.) and steps toward long-term goals (e.g., research projects, professional development, etc.) are accomplished each day. Regardless of the circumstance (e.g., busy teaching schedules, deadlines, paper rejections, off-days, or other barriers), I have been blessed with the ability to work hard and manage time to make progress toward my goals on a daily basis.

My statistical and theory development skills are strong. I deeply understand the methodologies and theories deployed in my research, and am continuously seeking to improve my knowledge. I am able to not just note observations in my research, but also explain the rational for the observations both theoretically and empirically. Frequently, my co-authors solicit my help to enrich the theoretical contribution or methodological / statistical rigor of the paper.

From a technical perspective, I have been blessed with amplitude for comprehending and utilizing technology. Although much of my research is behavioral in nature, it is often supported by very sophisticated self-developed software. I love to program, and utilize what I create and other existing technologies to solve real-world problems that will impact both academia and practice.

I am also optimistic and enthusiastic. I love my research, I love the classes I teach, and I love my discipline. I believe that this strength reflects in my teaching and presentations, and helps students also gain excitement for the subject matter. I also believe it helps me be diligent in my research and service.

Finally, I love the students I interact with. Frequently, my thoughts reflect on the great potential of the students at BYU, and our responsibility as professors to help them realize their potential and goodness. I strongly believe in the mission and aims of BYU, and am thankful and humbled that I can be a part of this great mission.

**Research Interests**

I want to become a world expert in the area of perceptive and adaptive systems. In other words, my research focuses on creating systems that can naturally and unobtrusively perceive user states (e.g., frustration, enjoyment, cognitive absorption, learning, stress, skill level, etc.) and adapt to meet the users’ needs. One way I perceive user states is through monitoring and analyzing user interactions with computer input devices (e.g., the computer mouse, keyboard, touchscreen, or other input devices). Rooted in neuroscience and psychology research suggesting that people’s cognitive and emotional processing is linked to how the hand moves, my research isolates and extract cues from users’
interactions with computer input devices that give insight into users’ cognitive processing and emotional states. I apply this research to a variety of areas, including creating more natural and effective security systems.

**Opportunities**

Several opportunities are available based on my previous work and the valuable resources at BYU. First, over the last few years, I have developed a system that monitors and analyzes users’ interactions with computer input devices (e.g., the mouse, touchscreen, keyboard, etc.). To my knowledge, this is the most advanced and comprehensive system of its kind. I believe this affords the opportunity to be a leader in the research area of creating perceptive and adaptive systems through monitoring users’ interactions with computer input devices. I would like to extend my research with this tool and partner with work colleagues, co-authors, and other interested parties to objectively measure behaviors through input device interaction in a variety of contexts.

Second, BYU and my department have given me many opportunities. I am fortunate to only be teaching in either the Fall or Winter (but not both) during my first few years. This gives me more time to pursue my research. Furthermore, I am blessed to have work colleagues in the department and university that I can work together with, and receive feedback from.

**Areas to Develop**

I would like to improve the following areas:

- **Collaboration:** I would like to collaborate on more projects with my colleagues in the information systems department.
- **Turn-Around Time:** I would like to work on getting article revisions out more quickly.
- **Grow Pipeline:** I would like a greater number of articles under-review and in progress by the end of next year (see research goal in the next section).
- **Network:** I would like to better network with the most influential and prolific researchers in our field. I feel I have several opportunities to do this: a) utilize my position at THCI to interact with researchers, b) present at conferences and reach out to the scholars attending, c) ask my current connections to introduce me to specific people.
- **Multi-disciplinary research methodologies:** In the past, I feel my research has improved most by ‘looking outside’ of my discipline—i.e., seeing how other disciplines collect, analyze data, and perform other research-related activities. I would like to initiate more multi-disciplinary projects so I can learn more of these multi-disciplinary skills early in my career and apply them to the information systems field.
- **Focusing on the ‘one’:** I would like to get to know my students better on a person basis (know their names, interests, needs, etc.)
2. Research

Research Goals
My research goal is to publish in high-quality outlets. In the Information Systems discipline, I will target all new submissions at our four highest journals (listed by priority): MIS Quarterly, Information Systems Research, Journal of Management Information Systems, and Journal of the Association for Information Systems. I also put a high-value on collaborating with researchers in other disciplines and publishing in their top journals.

I believe an important aspect of publishing in top information systems journals is getting to know the senior editors, and having articles pre-reviewed before submission. I plan making contact with potential senior editors before every submission (through conferences, connections through co-authors, or direct contact) to solicit pre-submission feedback. I also plan to have each article reviewed by both subject-matter experts and non-subject-matter experts before submission.

Research Plan
My primary goal this year is to grow my research pipeline, especially the number of “articles under review”. I was told by a great scholar in our field that publishing in good journals is a probability game. Even the most prolific authors must have many articles under review at the best journals to get a small handful accepted. Therefore, my goal is to get as many high-quality papers under review as possible this year.

I have a lot of data already collected from a variety of experiments in the past. My primary goal is to finish converting this data into papers and target them at ‘A’ journals. I have data from about ~4000 participants that needs to be written up from various experiments. I believe that my existing data will convert to 4-5 good journal articles.

I have also been advised by several prolific scholars to ‘always’ be collecting data. Hence, I plan to run several experiments in my classes this year, utilize the behavioral lab, and collect data online. Furthermore, I can record and analyze users’ mouse movements (also touchscreen, touchpad, keyboard, etc. behavior) using my system for practically any web-based activity without a significant cost to me or the users (using a script injected in a webpage, I can monitor all movements without interfering with the users’ interaction at all). Hence, in addition to my planned experiments, I would like to take the “Google approach” and collect data everywhere I can (who knows what interesting phenomenon might arise, lead to further research, or otherwise become useful). For example, I can analyze user movements on learning suite, on websites that I own, on YouTube channels, etc.

In summary and in addition to the goals above, I have set the following goals:

1) Submit 5 new papers to top journals this year.
2) Have all papers pre-reviewed by at least one subject-matter expert and one non-subject-matter expert.
3) Network with prolific researchers in the field, and initiate contact with senior editors before submission.
4) Write every day, and report my writing to my writing partner.
5) Collect at least 3 new experiments this year, as well as collect interaction data in a wide variety of ‘natural’ settings.
3. Teaching

Teaching Philosophy and Goals
Most importantly, I strongly believe in BYU’s mission statement to “assist individuals in their quest for perfection and eternal life” and the aims of BYU Education: provide education that is a) spiritually strengthenin, b) intellectually enlarging, c) character building, and d) leading to lifelong learning and service. Long before I came to BYU, I mapped out my teaching priorities and they echoed the priorities of BYU. Hence, not only do I strongly believe in BYU’s mission, I feel it is internally a part of my identity as an educator.

I follow a learner-centered teaching philosophy, which focuses on an instructor’s role as a facilitator of student learning, rather than merely a giver of information. As such, I adopt the following principles in my teaching: (1) create clear learning objectives that define the level of learning and how to assess learning; (2) design course activities that relate to students with different learning styles; (3) solidify learning by allowing students to teach one another; (4) give meaningful learning assessments, ideally using multi-methods; (5) treat students as capable and talented, and they will meet these expectations; (6) inspire students by showing enthusiasm towards the topic; and (7) encourage self-sufficient learners by providing opportunities to practice the problem solving process.

Teaching Plan
This year, I am teaching a new course for me: IS 201. Although I did not take this course at BYU as a student, I sat in Nick Ball’s class last semester. In teaching this course, I want to achieve the following goals:

a) Master all of the material: although I am fairly comfortable with all of the material, I want to ensure I’ve mastered it to give the students the best possible education.

b) Improve assessment materials.

c) Personalize the content: Although this is a pretty well-developed course, trying to teach someone else’s slides can come across unnatural to students. Hence, I would like to personalize all of the slides somewhat to fit my personality and teaching style.

d) Find ways to integrate the gospel into most lectures. This can include sharing thoughts or scriptures, talking about my family, sharing personal life examples, giving thanks, giving encouragement, etc.

e) Seek feedback frequently. This can be from mid or final course evaluations, but also from informal talks with students after class about how they are doing.

f) Find the One. I will monitor the gradebook, participation in class, and listen to the Holy Ghost to see if anyone needs particular help or encouragement. I will reach out to these students.

4. Citizenship

Citizenship Goals
As I am an untenured faculty, my departmental service is minimal. My primary goal is to fulfill assignments given to me, be a team player, and support and encourage my colleagues. I want to develop good relationships with my colleagues.
My external service is primarily focused on networking with influential and prolific scholars, and developing a good community reputation. I do this through being an ad-hoc journal reviewer (including for our top journals), being a managing editor for THCI, and contributing to conferences.

**Citizenship Plan**
I plan to attend every department meeting, fulfill the assignments given to me, be team player, and offer encouragement. Externally, I plan on continuing to fulfill my editorial and reviewer obligations, with an emphasis on extending my professional network. I also plan on attending 1 – 2 conferences yearly to present papers and network.

5. **Relationship between Goals and Department / University Aspirations and Needs**
Being aligned with the Aims of the University and Goals of the department is a high priority for me. I chose to come to BYU because I attribute great value to BYU’s aims and mission. I believe I can contribute to the department and university by:

- Publishing high-quality journal articles that bring honor and prestige to the department and the university.
- Help advance the science and practice of creating perceptive and adaptive systems. This has implications directly related to BYU, including creating more effective online learning and outreach programs.
- Seeking to provide students with the best-quality, intellectually enlarging education possible.
- Prepare students for admittance and success in their field of choice through the principles taught in IS 201.
- Helping strengthen students spiritually, encouraging them to do their best, and aiding them in become contributing members of society and the church.
- Teaching students how to become lifelong learners.
- Fulfilling my assignments in the department.
- Being a team player and helping encourage other faculty in the department.

6. **Resources Needed**
I am very thankful for the great support of the department and the University. To accomplish my research, I need the following:

- Access to participants for experiments
- Access to computing resources to host my system for data collections (either locally or on the Amazon cloud)
- Research funds for conference travel, external participant compensation (if needed), and computing resources (if external)
- At least 1 RA to help with the research
- TAs for all of my classes.

Currently, my needs are being met. Thank you. I have enough research capacity that I could always use another RA, if available. However, this is not essential.
7. Summary of Goals

In summary, my goals are aimed at furthering the aims and mission of BYU through my research, teaching, and service. I am thankful and humbled to be a part of this great institution. My primary focus this next year is to publish in top-tier journals and provide my students an intellectually enlarging, spiritually strengthening, and character building experience.
Below, I list specific collaboration goals that I would like to accomplish by the end of the FDS program.

1. Coordinate at least one external scholar to visit our department each semester. This Fall semester, this may include Allen Dennis, Bob Briggs, or Joe Valacich.
2. Attend at least two conferences or workshops. Arrange times to talk with potential collaborators at each.
3. Organize a monthly department brownbag to discuss research.
4. Invite at least two researchers in my field (an expert in the topic matter, and a novice in the topic matter) to read all of my papers before submission. Likewise, volunteer to read others’ work.
5. Work with the other professors teaching IS 201 to improve our assessment materials, write better test questions, etc.
6. Go to lunch with a faculty member from my department at least once a month.
Information Systems 201: Introduction to Management Information Systems  
Fall 2014

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<tr>
<th>Instructor:</th>
<th>TAs:</th>
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Class Meeting Schedule
Section 5:
Section 6:
Section 7:

Co-requisite: Information Systems 110 (formally 101, 102). Basic knowledge of a computer and word processing software is a strict prerequisite to this course. No class time will be spent reviewing any basic software applications.

Laptop Computer: Some sections of this course are designated as "Laptop Only." These sections require that students bring their own laptop computer for use in class. The laptop must have Windows Microsoft Office 2013 (not the Mac version) installed with MS Access 2013 (preferably NOT from the semi-cloud based Office 365 package). However, MS Access 2013 can be downloaded for free using the MSDNAA website (http://msdn05.e-academy.com/byu_accinfo/). You will be given a username and password to access this site before you will need to use Access in class.

We will not support Microsoft Office 2010, 2007 or a Mac version of Office as there are some minor incompatibilities with those tools and we cannot support multiple versions in class. Although we cannot prevent students from using those versions, please note that the instructor will only be using and supporting 2013 in class. Please do not ask the instructor to help you troubleshoot problems with versions of Excel that are not supported in class. In other words, if you choose not to use Excel 2013 for Windows, it will be your responsibility to translate anything taught in Windows Microsoft Office 2013 into the version you choose.

Also note that MS Access can only be run on a Windows operating system (which can also be downloaded for free via the MSDNAA). As a result, if you use a Mac laptop, you will be responsible for setting up Bootcamp (free), VMware Fusion ($50), or Parallels ($80) so that you can run a Windows OS on your Mac. You are also responsible for installing a Windows OS and Microsoft Access. Although the TAs can assist you with this process if you are unfamiliar, it is ultimately your responsibility to ensure your laptop has the right software.

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<tr>
<th>Material</th>
<th>Item</th>
<th>Vendor</th>
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<tbody>
<tr>
<td>PACKET IS 201 COURSE READINGS by N, BALL, ISBN: 9780700397396</td>
<td>BYU Bookstore</td>
<td>$12.00</td>
<td></td>
</tr>
<tr>
<td>Microsoft Office 2013 (available in the 240 and 204 labs)</td>
<td>BYU Bookstore</td>
<td>$0.00 if you already own it, otherwise $139.99 for Office Home and Student. DO NOT BUY Office 365!!!</td>
<td></td>
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<tr>
<td>Microsoft Access 2013 (may come with your version of Office)</td>
<td>MSDNAA</td>
<td>$0.00</td>
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<tr>
<td>Microsoft Windows (XP, Vista, 7, or 8) Operating System</td>
<td>MSDNAA</td>
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**Course Description**
The topics covered in the course are applicable to students in all majors and will be useful to you throughout both your educational and professional career. This course is valuable because information technology is one of the biggest drivers of strategic competitive advantage in the market. The ability to collect, use, and share information is having dramatic effects on all of our professional and personal lives. Information systems are changing the way we work, the types of jobs we do, and how we communicate and obtain entertainment. This means that we need to be able to turn data into information and use that information to make good decisions. This allows us to be more effective and efficient. Individuals who possess this ability have a significant advantage over those that do not. This class will help you gain valuable skills in this area.

The emphasis in this course is on the practical application of technology. Topics include essential concepts of computers, software applications, management databases, information systems in organizations, and developing business intelligence through data mining. You will learn several software applications including Excel, Solver, VBA, MS Access, HTML, and data mining techniques.

Systems are becoming increasingly essential in all areas of an organization and the vast majority of IS work cannot be outsourced. The work is both challenging and interesting and the career pays very well. The field offers many opportunities for personal and professional growth and upward mobility. The IS Department in the Marriott School of business is a world leader in IS education. IS graduates at BYU currently boast a 97% placement rate and are among the highest paid and most heavily recruited graduates at BYU.

Course Design

Information systems is fundamentally different from other, more structured and regulated business disciplines. For example, accounting practices are regulated by government legislation. Accounting tasks are relatively structured and can be learned from traditional “lecture and book” teaching methods. Information much less structured. I might define information systems strategy as “the art of solving unstructured problems with technology”. This means there are often many potential solutions to a given problem with few, if any, examples to guide you. A good IT professional is creative and knows how to use the skills the tools they have in order to solve new problems and gain strategic competitive advantage in the marketplace.

As a result, many of the skills you will learn in IS 201 will not come from reading about IS. Rather, your skills will come from “doing” IS. You need to practice everything you see in class repeatedly, and in various contexts. Some people are naturally inclined to learning by doing and unstructured problem solving. They enjoy using their creativity and aren’t afraid to try something they haven’t been formally taught in order to solve a problem. Those types of people typically thrive in IS 201. However, most students begin IS 201 without much experience in this type of learning. That’s okay!! This type of mindset can be learned. However, for some people, unstructured problem solving is so entirely new and different, it takes a little more practice than others. That’s also okay!!

From survey results, we know that the average student will most of the entire university approved 2-3 hrs outside of class for every hour in class. However, that means some of you will take more than that (while others take less). What I can promise you is that, 1) it will be worth if even if you are one of those who spends more than 2-3 hrs, and 2) if you do put in the time to learn this material, you won’t be sorry!! I have literally dozens of emails each semester from students in every major who tell me that this class just got them a great internship, promotion, or raise and that it’s been one of the most useful courses they’ve ever taken.

So, what does this mean for how I teach the class? It means I will not give you a single, memorizable solution to every problem. Nor will I not tell you the exact form of the exam questions. That would be a disservice to you because it teaches you to memorize a solution rather than to learn tools. Rather, I will teach you the tools required to solve a problem you’ve never seen before in a creative way. As a result, the way I assess your performance in class will be based not only on traditional quizzes and multiple choice exam questions, but also on your ability to “do” things like create databases, queries, web pages, VBA functions, and data mining analyses. Therefore, there is relatively little reading in this class. Most of your learning will be based on hands-on practice, practice, practice.
You will have three exams total. The two midterm exams have two halves: 1) a traditional testing center portion based on multiple choice questions, and 2) an in-class portion where you will be required to use your laptop (or lab computer) to complete tasks. The final exam is entirely in-class. Your assignments are also a combination of traditional Learning Suite, multiple choice quizzes and hands-on projects. The following learning outcomes summarize the various skills and tools that you will become competent with during this course:

Learning Outcomes

1. **IS business application**: Discuss the role of IS in organization architecture and strategy
   a. Discuss how IS paradigms can “make and break” organization success
   b. Discuss the role of IS in Porter’s Five Forces model, Generic Business Strategies, and Value Chain Analysis
   c. Be aware of current trends in IT
   d. Discuss hardware and networking basics
   e. Discuss principles of data security and privacy
2. **Building and querying a database**: Design, build, and query a database to apply correct principles of data storage and extraction.
   a. Discuss the fundamentals of relational databases
   b. Create entity-relationship diagrams
   c. Generate physical database based on ER diagram
   d. Create queries based on a physical database in both design and SQL form
3. **Data analysis**: Discuss the principles of business intelligence and be able to analyze data to support managerial decision-making.
   a. Discuss how to generate measures of business success
   b. Use MS Excel to manipulate and analyze data
   c. Create pivot tables and pivot charts
   d. Discuss the difference between operational and analytical databases (data warehouses)
   e. Use MS Excel and SQL Server Analysis Services to perform common data mining tasks
4. **IS development**: Discuss how IS are created and maintained in an organization
   a. Discuss the IS project methodology and lifecycle
   b. Be able to generate flowcharts modeling the business logic which IS should support
   c. Generate basic HTML code in order to present structured information on the web
   d. Use CSS to present the information in a professional format
   e. Generate VBA functions to clean, manipulate, and analyze information including: navigation, boxes, conditionals, loops, and batch processing

“Unofficial” Learning Outcomes

The learning outcomes above reflect the formal knowledge we plan to help you develop by the end of the course which are assessed via exams and assignments and reported back for accreditation purposes. However, based on my experience, I want to also help you develop (or improve) some “unofficial” learning outcomes. These are unofficial because they are either very difficult to teach or very difficult to evaluate. However, they are every bit as important as the official learning outcomes.

1. **TAKE INITIATIVE**: How to find answers to your own technology questions and solve your own problems
   a. There is nothing more empowering than knowing that you don’t have to wait around for someone else to teach you something. Countless recruiters have stressed the importance of this skill to us. They want employees who know how to take the initiative to solve a problem and suggest improvements to existing solutions.
   b. This skill is broken down into two parts:
      i. What is the right question to ask?
      ii. Where can I find the information?
c. How can we teach this skill in class? Sometimes you may be given tasks without a demonstrated solution. **Google Search is your friend!** Learn to ask the right questions of it and Google will give you most technology related answers.

2. **COOL UNDER PRESSURE:** How to [work under pressure and time restrictions](#)
   a. In the real world, your manager doesn’t care that you simply know how to complete a task. They want to know that you can complete it on time and under budget.
   b. This means that the best possible solution to a problem is the one that satisfies the most important needs at the lowest cost. In the real world, there is a cost premium to reaching a “perfect” solution. Remember the concept of [satisficing](#) from ECON 110? It’s not optimal to search for every possible solution to a problem because the cost of a complete search or perfect solution exceeds the benefit of the solution. This principle is core to information systems. The “perfect” technology solution is rarely optimal. There is a time value of money; so the one that can be achieved quickly and only 95% as effectively may be the best one.
   c. Therefore, the in-class portion of each of your exams will be timed. That’s right, you may be able to perform every task on an exam, but if you can’t do it in the time allotted, you will lose points. You must learn to budget your time and work under pressure.

3. **PATIENCE:** How to be patient with yourself
   a. Everyone starts at the beginning when learning technology. However, this class assumes you have some core knowledge from IS 100, IS 102, and high school before entering. Therefore, it might move at a pace you are not prepared for. DO NOT LOSE HOPE!!!! This simply means that you’ll have to take full advantage of the extra materials we’ve provided (watch video tutorials, practice them, ask for additional help).
   b. Also, you may not fully grasp the material until the end of the semester. I have seen countless students start at square one and finish this class with awesome skills (and an “A” in the class). However, these students all have one thing in common: patience. Feelings of frustration, anger, and hopelessness will not help. Simply believe that you can learn the material and be patient!

4. **EMBRACE CHANGE:** How to know when to change paradigms
   a. Technologies change, businesses changes, employees change, consumers change, strategies change, structures change, preferences change, needs change, deadlines change, budgets change.
   b. Businesses that change along with these things survive and thrive. Yes, life is easier when nothing changes, but that is not reality.
   c. As a result, you must not be afraid of unstructured problems. Your job is to take the technology tools and skills you have and create structured solutions.
   d. “Chaos” does not equal “disorganized.” “Managed chaos” means that you know how to adapt.
   e. How can we teach this? Well, a technology-based class must change often. Be prepared for changes to topics and the schedule throughout the semester. The schedule below and on Learning Suite is not a contract that cannot be broken. It is in your best interest for us to adapt this class and always teach the latest and greatest tools and techniques.

**Grading Policy**
Grades will be maintained on Learning Suite and will be updated frequently. Please see the TA as soon as you notice any errors in your grades. You will have one week after an assignment score is posted to resolve any problems with that assignment. The following activities will provide the basis for assessing student performance. Some of the activities are explained in further detail below the table.

<table>
<thead>
<tr>
<th>Assessment Activities (approximate - subject to minor change)</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Midterm Exam 1</strong></td>
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<tr>
<td>• <strong>In-Class portion:</strong> Pivot 75pts, and Queries 125pts</td>
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<tr>
<td>• <strong>Testing Center portion:</strong> Porter 50pts, ERD 75pts, DB-principles 25pts, Measurement 50pts</td>
<td>400 pts</td>
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<tr>
<td><strong>Midterm Exam 2</strong></td>
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<tr>
<td>• <strong>In-Class portion:</strong> Web development task 150pts, Flowcharting 50pts</td>
<td>400 pts</td>
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- **Testing Center portion:** Hardware 50pts, Security/Privacy 100pts, SDLC 50pts,

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<th>Final Exam</th>
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<td>• In-class: VBA 300pts, BI 100pts</td>
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<td>• No testing center portion</td>
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<th>Quizzes and Homework Problems (QH)</th>
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<td>1. Creating Innovative Organizations and Syllabus quiz (10 points)</td>
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<td>2. Competitive Advantage Quiz (10 points)</td>
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<td>3. ERD Problems (25 points)</td>
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<td>4. Database Design Quiz (15 points)</td>
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<td>5. Measurement Quiz (10 points)</td>
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<td>6. Hardware Quiz (10 points)</td>
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<td>7. Information Privacy Homework (25 points)</td>
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<td>8. IS Security and Privacy quiz (10 points)</td>
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<td>9. HTML/CSS Quiz (20 points)</td>
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<td>10. Flowcharting Problems (25 points)</td>
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<td>11. Systems Development Quiz (10 points)</td>
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<td>12. VBA Conditionals Problems (10 points)</td>
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<td>13. VBA Loops Problems (10 points)</td>
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<tr>
<td>14. Business Intelligence Quiz (10 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projects</th>
<th>475 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• DB - AFAS Execute Database Queries (100 points)</td>
<td></td>
</tr>
<tr>
<td>• PT - Comp Excel Pivot Table Project (75 points)</td>
<td></td>
</tr>
<tr>
<td>• HTML - Web Project (100 points)</td>
<td></td>
</tr>
<tr>
<td>• PRG - Programming Project (125 points)</td>
<td></td>
</tr>
<tr>
<td>• BI - Business Intelligence Project (75 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism (attitude, preparation, participation, attendance, whining, etc...)</th>
<th>25 pts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Extra Credit</th>
<th>0-1%</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Total</strong></th>
<th>1900 pts</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Likely distribution</th>
<th>Estimated% (not official)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20%</td>
<td>94</td>
</tr>
<tr>
<td>A-</td>
<td>20%</td>
<td>91</td>
</tr>
<tr>
<td>B+</td>
<td>20%</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>20%</td>
<td>84</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>81</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>20%</td>
<td>74</td>
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<tr>
<td>C-</td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>
**Final Letter Grades:** In compliance with Marriott School policy for the IS 201 class, the final average GPA in the class must be 3.2 (in other words there is a curve for the class). The following table describes where we think the cutoffs between the various letter grades will end up. Because the class is curved, we do not guarantee that the cutoffs between letter grades will remain at these levels. The cutoffs may move in either direction. For example, it is possible that more or less than 94 percent will be required for an A.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-</td>
<td>61</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

**Grade Disputes:** If you feel an assessment has been graded unfairly, meet with one of your class TAs during lab hours (or arrange a meeting via email) within a week of grade posting.

**Quizzes and Homework:** Quizzes may cover daily preparation assignments, videos, reading material, etc... Most quizzes will be administered through Learning Suite and must be completed by 11:55pm of the night that we discussed the topic. However, see the Learning Suite schedule for exact details. We may change deadlines for quizzes and homework depending on the needs of the class. Other quizzes will be administered in-class.

**Projects:** Projects are given after a lecture on concepts or applications. They give you an opportunity to develop and demonstrate mastery of concepts previously discussed in class and in the readings. Projects may be due at the beginning of class on the date it is due or uploaded through Learning Suite at the time specified. You may turn projects in late, but because we generally discuss the answers to projects in class, to be fair to the students that turn their work in on time, late projects submissions will be penalized 40% and must be turned in by the Friday of the week it was originally due.

**Projects should be completed by each individual. Students should not work together when completing projects.** However, ask your instructor for exact details. In some cases, your instructor may allow you to help each other with questions as long as you are not working on the same file and turning it separately for each person.

**Professionalism**

As in all business classes, students are expected to act professionally inside and outside of the classroom. This includes the following:

1. **Email communication.** Email is a great way to communicate with your instructor and TAs. However, in large classes like this one, we often get mounds of emails. As a result, emailing us with a question or problem is no guarantee or promise of a response or a solution. We help those who show up to office hours and lab hours first and then answer emails with the time we have left. Therefore, if you have a pressing concern, the only guaranteed method for help is to show up in person. However, know that we truly DO want to help you and that we are very flexible with setting up meetings outside of our normal office and lab hours. Being professional in your email communication means being respectful of this rule above and not expecting that all responsibility for your problems is shifted to the TAs because you sent an email.

2. **Appropriate use of TA Help.** Contact TAs for help with homework and for questions concerning software applications, grading, and the posting of grades to Learning Suite. The TAs are a valuable resource and are willing to help you succeed in this class. However, the TAs will NOT divulge solutions or "pre-grade" any assignments. In other words, they will help you understand a specific concept but, they will NOT give you a solution or tell you if your solution is correct. In the work world, your boss expects your work to be valid and correct. This policy encourages you to take responsibility to understand and apply concepts.

When requesting help from the TAs or professor, we expect that you will have read the background material and have made a reasonable effort to solve the problem beforehand. It is important that you exercise your ability to think and problem-solve before asking the TAs for help. Asking the TA for help when you have not made a sincere effort to complete the problem or assignment is not acceptable. In fact, TAs will not help you unless you have already put forth some effort on your part. Once you have put forth the necessary effort, TAs will be more than happy to help you solve problems or better understand concepts.
In a similar light, do not wait until the last minute to do homework or projects and expect that the TAs will be available to help you. TAs can only serve students on a first-come, first-serve basis during the time TAs have available. So work on projects early.

3. **Classroom Conduct.** In order to maintain a professional atmosphere in the classroom, students should do the following:
   - Arrive early so that class can start on time. Late attendance is disruptive, unprofessional, and will negatively affect your grade.
   - Sit in your assigned seat so I can more quickly get to know you and involve you in class discussions.
   - Be prepared to participate. I randomly call on students to share their thoughts on lectures, homework, etc. If you are not prepared it will negatively affect your grade.
   - Do not eat, read newspapers, or engage in private conversations during lectures and presentations.

4. **Courteous Behavior.** Professionalism includes treating the professor, TAs, and other class members with courtesy and respect. Examples of discourteous behavior include but are not limited to dominating class discussion time, *unreasonable* groveling for points, and making *unreasonable* demands on the TA's or the professor's time. We sincerely do want to help you and see you succeed. But with a class size of 90 students, we need to make sure that we are equally available and fair to all students.

5. **Keep copies of your submissions.** Make a BACKUP copy of ALL your project computer files. For email submissions, you may "Copy Self", to show the message was sent on time. It is your responsibility to keep copies of all homework assignments in case a score fails to get recorded.

**Extra Credit**
The instructor will announce an Extra Credit opportunity during the semester.

**Marriott school course policies**
See [http://marriottschool.byu.edu/students/classroompolicies/](http://marriottschool.byu.edu/students/classroompolicies/) for Marriott School classroom policies.

**Semester Schedule**
The schedule is located on Learning Suite. It is critical to note that this schedule can and will change. Why? Because each section of IS 201 has different students. Our goal is to help as many students learn as possible. That means that the pace of the class may change depending on how quickly/slowly the class—as a whole—is progressing. Also, this is a course based on information technology. As you know, technology is constantly changing—even during the middle of the semester! We may decide to update topics during the semester to be sure that we are teaching the most timely and relevant material. As long as you attend class and review the schedule on Learning Suite, you'll always be apprised of all changes.