



Department of Marketing & Consumer Studies

MCS\*2020

MARKETING INFORMATION MANAGEMENT

Winter 2012



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Office: McLaughlin Library, Room 283  
Hours: Mondays and Thursdays, 1:30 pm – 3:00 pm

Course blog: <http://infoman2020.wordpress.com/>

**Teaching Assistants:** Vera Bogdanovich ([vbahdano@uoguelph.ca](mailto:vbahdano@uoguelph.ca)); Sarah Malik ([malik@uoguelph.ca](mailto:malik@uoguelph.ca))  
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**Class Times:** Section 01: M/W/F 10:30 am – 11:20 am, MINS 300  
Section 02: M/W/F 11:30 am – 12:20 am, MINS 300

### Course Description

In this course students are introduced to the concepts and principles of information acquisition, manipulation and management as relevant to organizational decision-making. Experience in the evaluation of information technology applications used in organizations is provided.

*Prerequisite: 5.00 credits including MCS\*1000.*

### Course Topics

Understanding how to use information is essential in today’s business environment. In this course I introduce some key issues at the intersection of information, technology and people. We will tackle topics like: information theory, intellectual property, information ethics, data security, search engines, accessibility, online advertising, geographic information systems, and social software.

### Course Learning Objectives

At the end of this course you should be able to:

- Describe how effective information management contributes to competitive advantage, value creation, and organizational decision making
- Differentiate between various information systems used to manage information
- Summarize the impact of the Internet and information technology on business processes
- Analyze broad ethical issues related to information and technology (e.g. privacy, property, etc.)
- Recognize an information need and develop a strategy to acquire the needed information
- Pose relevant questions and direct your own course of inquiry
- Work collaboratively to solve problems, propose solutions and defend recommendations
- Evaluate information and information sources critically
- Demonstrate proficiency in professional business communication (writing, presenting, etc.)
- Assess your personal skills, abilities and expertise and expand your capacity for self-reflection

## Course Website

I will make course readings, grades, lecture notes, announcements, research help tutorials, and other class materials available on the CourseLink website. You are expected to check this site regularly for course announcements and updates.

## Textbook & Readings

The required book for this course is listed below. Additional short readings from newspapers, industry publications, academic journals and websites will also be required for assignments during the semester.

D'Elia, M.J. (2009). *Exploring the Edges of the Information Age*. Dubuque, IA: Kendall-Hunt. ISBN: 978-0-7575-6620-2

This book is also available in an eBook format. You can purchase a physical copy of the book or an access code to the eBook at the bookstore (while supplies last). Alternatively, you can purchase access directly from the publisher. Just visit: <http://www.khwebcom.com/index.cfm?cu=informationage> and click on the "Purchase an access code now" link in the lower right corner (\$47.50 USD). Please ensure that you have access to the book for the semester. If you do not want to purchase a copy, I have placed two copies on Course Reserve in the Library.

## Academic Freedom and MCS\*2020

Academic freedom is at the core of university studies and research. As such, you will find that Professors may differ in their approach to teaching a specific subject. You should be aware that different sections of the same course that are taught by different Professors or in different environments (e.g. Distance Education) may have different textbooks, different grade assessment methods, and different grading schemes.

## Online Communication

General course-related questions can be posted to the forums on the course website. These forums will be monitored by the instructor and the TAs, but you should feel free to respond to questions posted by your classmates. If you have a specific question related to one of your assignments or grades, then email your TA or me directly. Please include the course code in the subject line of your email. I am generally quick to respond via email, so you can reasonably expect a reply within 24 hours.

## Teaching Philosophy

I believe that learning is a shared responsibility among teacher and students. I will do my best to use current examples, effective presentation methods, and other media to make the course engaging, but to get something out of MCS\*2020 you have to choose to engage. I do not consider myself a final authority on all matters related to information management; instead, my goal is to facilitate an exploration of the key issues in the information age. It is your job to make sense of the material and construct your own learning.

Learning is most enjoyable when you are given an opportunity to put your knowledge into practice. To this end, I use class time for more than just lectures. I will provide you with activities, problems, and challenges that require you to practise concepts and test your knowledge (so come to class!). When it comes to assignments and other assessments I endeavour to provide meaningful, personalized and constructive feedback so that you can improve your work.

I am committed to using technology to improve the overall learning experience, so I encourage students to bring laptops, cell phones, and other mobile devices into the classroom. I recognize that these devices offer convenient distractions (especially during lectures), but they can function as important productivity tools too (translation: expect to use your technology during class for coursework).

## Teaching Approach

There are no simple answers in the Information Age. For this reason, I have adapted a Problem-Based Learning (PBL) approach. PBL requires you to work collaboratively with your classmates to solve problems and reflect on your experience. You will have to work together to clarify problems, identify potential solutions, ask relevant questions, and, ultimately, propose workable solutions. I believe that this methodology best reflects the kind of information and technology challenges that people face in the “real world.” Learning to work with others, to direct your own course of inquiry, and to negotiate complex organizational problems are skills that will serve you well in the future.

## Group Work

Since this course uses Problem-Based Learning, it features a fair amount of group work. I recognize that group work can be challenging for some students, but the TAs and I are committed to helping each group function effectively. To help reduce the tension caused by group work, each group will draft and sign a contract at the beginning of the semester. In addition, time will be given during class to work on group assignments (Fridays) so that all members can participate.

## Peer Assessment

After each group assignment you will have the opportunity to evaluate the contributions made by each group member (including yourself). I will use the feedback from the peer assessments to adjust the grades for each individual – more details will be available for each assignment.

The peer assessment portion of each group assignment will be handled by the Peer Evaluation, Assessment and Review (PEAR) website (<http://www.uoguelph.ca/peartool/user/>). Sign in to the website using your central ID and password. If you do not complete a peer assessment you may receive a zero on the assignment. *I reserve the right to further penalize you if you do not contribute to your group.*

## Grading Scheme

This course follows the grading scheme outlined in the Academic Calendar (Section VIII).

- **80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
- **70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
- **60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
- **50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
- **0 - 49 (F) Fail.** An inadequate performance.

## Evaluation

I use both summative assessment (exams) and formative assessment (facilitated problem solving) in this course. Don't get overwhelmed by the list of assignments below. A few of the assignments are group assignments and you will be given some class time to work on them.

|                              | <b>Due Date</b>                               | <b>Marks</b> | <b>Weight</b> |
|------------------------------|---|--------------|---------------|
| Company profile and contract | Wed, Feb 1, 9:00 am                           | 20           | 10%           |
| Solution to Problem #1       | Wed, Feb 15, 9:00 am                          | 40           | 10%           |
| Midterm Exam                 | Thurs, Feb 16, 9:00 am – Fri, Feb 17, 5:00 pm | 50           | 12%           |
| Solution to Problem #2       | Wed, March 14, 9:00 am                        | 60           | 15%           |
| Solution to Problem #3       | Wed, March 28, 9:00 am                        | 60           | 15%           |
| Personal reflection          | Wed, April 4, 9:00 am                         | 10           | 5%            |
| Research Component Report    | (date varies depending on studies)            | 3            | 3%            |
| Final Exam (2 hours)         | April 11, 8:30 am – 10:30 am                  | 100          | 30%           |

You are responsible for ensuring that you do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

## Late Submission

Assignments will be accepted after the due date but a late penalty will apply where 10% will be deducted off the assignment for each business day that the assignment is late. Assignments may be submitted after the due date without penalty if you seek and receive prior approval from the instructor. Exceptions may be granted for medical or compassionate reasons. *Approvals for late submission should be requested in-person during office hours or by appointment (i.e. not before/after lectures, or via email).*

## Missed Exams

You require appropriate documentation to be considered for deferment of the final exam for medical or compassionate reasons. If you miss the exam without appropriate documentation, you will receive a zero (0) grade and receive an “incomplete” for your final grade.

## Accommodation for Students with Disabilities

If you require special accommodation when writing examinations please contact the Centre for Students with Disabilities (<http://www.csd.uoguelph.ca/csd/>) and make appropriate arrangements.

## Research and Referencing

Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations must follow the American Psychological Association (APA) style guide. For a quick reference on using APA style use this handout: [http://www.lib.uoguelph.ca/assistance/writing\\_services/components/documents/apa\\_2010\\_ccupdated.pdf](http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/apa_2010_ccupdated.pdf)

If you need help finding resources for this course you can visit the Research Help desk (first floor of the Library) or use one of the online options: [http://www.lib.uoguelph.ca/assistance/ask\\_us/](http://www.lib.uoguelph.ca/assistance/ask_us/)

## Back up Your Work

You need to keep a copy of all of your work (including any rough drafts) until the final marks have been recorded and submitted at the end of the semester. Technical difficulties, while uncommon, can occur with Courselink or with your computer so remember to back up your work. You may be asked to resubmit your work at any time.

## **Description of Assignments and Exams**

Below you will find a brief description of the assignments in this course. More specific information will be distributed during the semester.

### **Company Profile and Contract: 10%**

This assignment is about forming your groups and establishing norms. Your three main objectives are: 1) to assess the unique skills and abilities that each member brings to the team; 2) to develop a shared understanding of how the group will work together by drafting a team contract; 3) to create a team identity by choosing a company name.

### **Problems (x3): 40%**

You will be given three (3) different problems to discuss throughout the semester. These problems will simulate real-world scenarios and will require you to collaborate with your team. Together you will use a problem-based learning process to arrive at a workable solution. These problems will deal with issues discussed in the course, but you should expect to conduct additional research as required. The problems will increase in complexity throughout the semester. Grading will be based on the evidence that you worked through the problem systematically, the quality of your inquiry, and the efficacy of your solution.

*Note: These problems are not case studies. Case studies typically include all of the necessary information you will need for analysis up front. The problems for this course are designed to be incomplete. It will be your job to clarify the problem with questions, direct your investigation and immerse yourself in research.*

### **Personal Reflection: 5%**

This assignment provides you with an opportunity to reflect on some of the course content and on your own personal learning throughout the semester. I will assign specific questions during the semester. Please note: even though you will be reflecting on your group work, this is an individual assignment.

### **Research Component Report: 3%**

You will participate in one (1) research study conducted by faculty members and/or graduate students from the Department of Marketing and Consumer Studies. You will submit a short paper reflecting on your participation in each study. Alternatively, you may substitute research study reports with short reports on scholarly journal articles. Please note this assignment is organized and graded by the department (not by me or by the course teaching assistants).

### **Midterm Exam: 12%**

The mid-term for MCS\*2020 will be an open-book exam, delivered via Courselink. The midterm examination will consist of 40 multiple choice questions and one (1) short answer question. The questions will be randomized so that no student receives exactly the same exam. The exam will be made available between Thursday, February 16 at 9:00 am and Friday, February 17 at 5:00 pm. Students must make arrangements to write the exam during this time period. Students will be required to write this exam in one sitting and will have exactly 60 minutes (one hour) to finish this exam. Cheating or collaborating on the midterm exam is strictly prohibited. Evidence of this type of activity can result in serious consequences, including expulsion.

### **Final Exam: 30%**

The final exam will include 80 multiple choice questions and two (2) short answer questions. Students will be responsible for material covered during the entire term in lectures, in online modules, and in the textbook. The final exam will be a closed-book 2 hour examination, written during the official examination period. Students are expected to check the official exam calendar to confirm the date and location. Students should make the necessary arrangements to ensure their attendance at the final exam.

## MCS\*2020: Brief Schedule of Topics

I will follow this outline as closely as possible, but assignment dates and instructions may need to be altered due to unforeseen circumstances. Changes will be announced during class and on Courselink.

| <b>Dates</b>   | <b>Title and Key Concepts</b>   | <b>Textbook</b> |
|--|---|-----------------|
| <b>Week 1</b><br>Mon, Jan 9<br>Wed, Jan 11<br>Fri, Jan 13  | <b>The Information Age</b><br>Welcome to MCS*2020<br>Information and the organization<br>The information economy  | 1.1 – 1.5       |
| <b>Week 2</b><br>Mon, Jan 16<br>Wed, Jan 18<br>Fri, Jan 20 | <b>Information Concepts</b><br>Building blocks of knowledge<br>Information and knowledge transfer<br><i>PBL: Introduction to Problem-Based Learning</i>     | 2.1 – 2.6       |
| <b>Week 3</b><br>Mon, Jan 23<br>Wed, Jan 25<br>Fri, Jan 27 | <b>The Information Environment</b><br>Information systems & DBMS<br>Information for competitive advantage<br><i>PBL: Company profile and group contract</i> | 3.1 – 3.6       |
| <b>Week 4</b><br>Mon, Jan 30<br>Wed, Feb 1<br>Fri, Feb 3   | <b>Information Fluencies</b><br>Literacy and competency<br>Data collection and Knowledge creation<br><i>PBL: Problem 1</i>                                  | 4.1 – 4.5       |
| <b>Week 5</b><br>Mon, Feb 6<br>Wed, Feb 8<br>Fri, Feb 10   | <b>The Information Paradigm</b><br>The rise of the Internet<br>E-commerce and M-commerce<br><i>PBL: Problem 1</i>   | 5.1 – 5.6       |
| <b>Week 6</b><br>Mon, Feb 13<br>Wed, Feb 15<br>Fri, Feb 17 | <b>Findability</b><br>Organizing and retrieving information<br>Internet advertising and web analytics<br><u>Class cancelled (write midterm online)</u>      | 6.1 – 6.5       |
|  | <b>WINTER BREAK</b>   |                 |
| <b>Week 7</b><br>Mon, Feb 27<br>Wed, Feb 29<br>Fri, Mar 2  | <b>Information Ethics</b><br>Information ethics<br>Ethics in Practice<br><i>PBL: Problem 2</i>  | 7.1 – 7.6       |
| <b>Week 8</b><br>Mon, Mar 5<br>Wed, Mar 7<br>Fri, Mar 9    | <b>Privacy</b><br>Privacy legislation and identity<br>Data mining and customer profiling<br><i>PBL: Problem 2</i>   | 8.1 – 8.5       |

| <b>Dates</b>  | <b>Title and Key Concepts</b>   | <b>Textbook</b>        |
|---|---|------------------------|
| <b>Week 9</b><br>Mon, Mar 12<br>Wed, Mar 14<br>Fri, Mar 16  | <b>Security</b><br>Surveillance<br>Hackers & computer crime<br><i>PBL: Problem #3</i>   | 9.1 – 9.6              |
| <b>Week 10</b><br>Mon, Mar 19<br>Wed, Mar 21<br>Fri, Mar 23 | <b>Property</b><br>Copyright, trademarks, patents<br>IP in the information age<br><i>PBL: Problem #3</i>  | 10.1 – 10.5            |
| <b>Week 11</b><br>Mon, Mar 26<br>Wed, Mar 28<br>Fri, Mar 30 | <b>Accessibility</b><br>Tech Trends (Guest speaker: Doug Horne)<br>Democratization and the digital divide<br>Web accessibility and <u><i>Exam Information</i></u> | 11.1 – 11.6            |
| <b>Week 12</b><br>Mon, Apr 2<br>Wed, Apr 4                  | <b>Participation</b><br>The social web<br>Personal Information Management & Course review   | 12.1 – 12.5            |
| <b>Final Exam</b><br>Wed, Apr 11<br>8:30-10:30              | <b>The (Exciting) Conclusion</b><br><i>Location to be determined</i><br><i>(check the official exam schedule)</i>   | Epilogue<br>Postscript |

## **Policies and Regulations**

You are expected to abide by the University's academic regulations in the completion of your academic work, as set out in the undergraduate calendar. Some regulations are highlighted below.

### **Academic Integrity**

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

You are expected to submit assignments and examinations that are based on individual work (with the exception of group assignments) and are reminded that cheating can result in a grade of zero (0). Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. In instances when work is suspected of being copied and/or plagiarized, all students involved will be notified. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

To better understand your responsibilities, read the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are encouraged to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor. For more information on proper academic conduct visit: <http://www.academicintegrity.uoguelph.ca/>

### **Academic Consideration**

If you find that you will be unable to meet the course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond your control, you should review the regulations on Academic Consideration in the Undergraduate Calendar and discuss your situation with the instructor, Program Counsellor or Academic Advisor as appropriate. For more information visit: [http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)

### **Religious Holidays**

If you need to miss a scheduled test, midterm examination, final examination, or requirement to attend class for religious reasons, please advise me within two weeks of the distribution of this course outline so that we can make alternate arrangements. For further information visit:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

### **Add/Drop Dates**

Last day to add a class: Friday, January 13

Last day to drop a class: Friday, March 15

## **Code of Conduct: The Top Ten**

As a student in the College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).