



BUSINESS SCHOOL

Course Outline 2018
INFOSYS 725: NEW PERSPECTIVES ON ORGANISATIONS AND
INFORMATION SYSTEMS (15 POINTS)

Semester 1 (1183)

Course Prescription

Investigates major issues facing organisations in adopting, implementing and using information systems for competitive advantage. Explores a set of critical issues from both an academic and practical perspectives. Topics include: Strategic Information Systems, Ecommerce, Knowledge Management, the Emergence of the Business Process, ERP Implementation, Virtual Teams and Global IT, IS and Developing Countries.

Programme and Course Advice

None

Goals of the Course

The course really attempts to teach students two things. First and foremost, this course is about learning how to write a research paper. We will talk about how to frame and focus a research question, how to write a literature review, and how to develop a study. This is different, but complementary to quantitative and qualitative research methods. Those are analytical techniques. This course explores how to set up and develop the question.

Understanding these ideas requires a research theme. We will explore this using the theme, "How do we manage the IS work environment?" Theories and topics we will explore will be control theory, agency theory, change management, vendor management, self-control and social capital

You will know you have done well in the course if you can develop a proposal for your honors, masters or PhD dissertation that you can shop to a faculty member to supervise. Also, you will know you have done well if you can successfully obtain ethics approval for your proposed study.

Learning Outcomes

By the end of the course, the student will:

1. display familiarity with general principles behind research methods and approaches used within the field of information systems;
2. develop academic thinking by presenting and evaluating academic arguments;
3. be able to write a journal-quality empirical introduction, literature review and methods section
4. have written a proposal someone in the department is willing to supervise.

Content Outline

- Topic 1: Introduction to Science
- Topic 2: Social Science/Writing the Academic Paper
- Topic 3: Choosing a Research Topic
- Topic 4: Theory
- Topic 5: Literature Review
- Topic 6: Research Design
- Topic 7: Questionnaire and Experiment Design
- Topic 8: Thesis Writing

Learning and Teaching

The anticipated class size should be no more than 25 students. The course comprises approximately twelve seminar sessions of 3 hours each. In the first lesson, students will read the assigned paper in class. In succeeding lessons, students will be expected to have completed readings before coming to class. The class is lecture based, but the instructor will leverage heavily on the readings. Getting a good grade on the online assignments requires that students have thoroughly read the assigned papers.

Teaching Staff

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Learning Resources

All readings will be online.

Assessment

Literature Review	20%
Presentation	10%
Class Participation	10%
Research Proposal	40%
10 Quizzes	20%
Total	<hr/> 100%

Further details on these assessments will be provided during our first lecture.

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Outcome	Online Assignments	Draft Literature Review	Essay	Participation
1	X			X
2		X	X	X
3		X	X	
4		X	X	

Assessment detail

Quizzes

The quizzes check if students have read the materials before coming to class. There will be 10 quizzes worth 2 marks each.

70% of the course assessment is the beginning of the student's thesis/dissertation. The idea is the student develops his/her thesis/dissertation idea in a structured environment.

Literature Review

The student is to identify the research problem that must be solved as well as discuss how relevant literature informs the student's approach to the problem. The student writes up to 10 pages, double-spaced Times New Roman excluding references. These 10 pages should include:

- A clear articulation of the problem to be solved, and why it is relevant and important to solve.
- A statement as to what methodology the student will employ to solve the problem.
- A review of the state of art on the problem.
- An articulation of evidence relevant to solving the problem. Why is the evidence relevant, and what does relevant evidence look like?

The literature review is assessed as:

- **Proper style (7 marks):** Style is all about being comprehensible. Can I understand what you are trying to say? Have you backed up your evidence appropriately with the correct citations? Is your thinking easy to follow?
- **Demonstrates a grounding in theory (8 points):** Has the student assembled the literature into a coherent argument that makes it clear how the student is going to investigate the phenomenon?
- **Paper has ideas worth pursuing (7 marks):** The student has justified that the problem (1) can be solved within the constraints of the thesis/dissertation, (2) is not trivial, and (3) solving the problem will benefit a reasonable group
- **Argumentation is logical (8 marks):** The propositions or theory the student has articulated as a way of approaching the problem makes sense.

Essay

Students will receive feedback on their literature review. They will then make amendments and describe the process by which they will solve the problem. This will be an up to 20 page document, excluding references. In an empirical piece, the process is divided into three parts:

- Sample: Who will students get the data from and why?
- Data collection: What specific data will students get and why?
- Analysis: How will students examine the data to derive their conclusions

The essay is assessed as:

- **Proper style (8 points)**
- **Demonstrates a grounding in theory (8 points)**
- **Paper has ideas worth pursuing (8 points)**
- **Argumentation is logical (8 points)**
- **Methodology (8 points):** See above.

Inclusive Learning

Students are urged to privately discuss any impairment-related requirements in person

and/or in written form with the course convener/lecturer and/or tutor.

Student Feedback

Student feedback is regularly sought in this course and is used to improve the course. Such feedback is welcomed at all times throughout the semester and also through the evaluations that will be conducted at the end of the semester. Students should feel confident to approach either the lecturer or the class rep with any issues or questions that they have.