ISM 786 Fall 2018

Introduction to Research and Frameworks in Information Systems (ISM 786)

ISSCM, The University of North Carolina, Greensboro

TERM	Fall 2018
LOCATION	In Class
INSTRUCTOR	Dr. Gurpreet Dhillon Professor & Head, UNCG

BRYAN SCHOOL MISSION

In the Bryan School of Business & Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improving the organizations in which they work and the communities in which they live.

COURSE DESCRIPTION AND OUTCOMES

Catalogue description - Introduces students to information systems research using top tier journal articles. Students will develop an understanding of information systems research in and prepare for research development in Information Systems.

The Information Systems field has evolved. A fundamental question that has remained is - *what are information systems?* The answer to this question is different when one considers the evolution of computers and their use in organizations and society at large. This course is an introduction to topics that range from the philosophical underpinnings of the field and the the dominant research frameworks, paradigms or theoretical conceptualizations. We will also discuss some fundamentals of undertaking research, including but not limited to defining problems, research questions, conducting a literature review, collecting evidence, interpreting findings and drawing conclusions and generalizations. We will also spend a some time talking about ethics of doing research. This is an important area, which often gets overlooked.

Learning outcomes:

    A) Competencies. The participants are able to:
        a) Develop an appreciation for the philosophical foundations of research
        b) Develop an ability to define research objectives
        c) Develop an ability to conceptualize a research project

d) Develop an ability to make judgements about good research practice

B) Knowledge: The participants will have knowledge to:

a) Learn in an active and a constructive manner

b) Identify paradigmatic thoughts in IS research

c) Coherently design research projects within a given philosophical school of thought

d) Draw generalizations

C) Skills. The participants will gain basic skills to:

a) Manage scope of an IS research project

b) Give and receive research feedback

c) Present

d) Reflect

REQUIREMENTS

This is a 3-credit course. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 15-18 hours per week in each course reading material, interacting with fellow students and the instructor, writing papers, completing projects, and doing research.

MATERIALS NEEDED

All citations will be shared through the course website and LMS.

GRADING

Evaluation of student performance is based on the following grading scale: 95-100 = A, 90-94 = A-, 86-89= B+ , 82-85= B, 80-82=B-, 76-79=C+, 73-75=C, 70-72=C-, 69 and lower is F

The A grade assignment consistently exceeds expectations. It demonstrates originality of thought and creativity throughout. Beyond completing all of the required elements, new concepts and ideas are detailed that transcend general discussions along similar topic areas. There are few mechanical, grammatical or organizational issues that detract from the presented ideas.

The B grade assignment consistently meets expectations. It contains all the information prescribed for the assignment and demonstrates a command of the subject matter. There is sufficient detail to cover the subject completely but not too much as to be distracting. There may be some procedural issues, such as grammar or organizational challenges, but these do not significantly detract from the intended assignment goals.

The C grade assignment fails to consistently meet expectations. That is, the assignment is complete but contains problems that detract from the intended goals. These issues may be relating to content detail, be grammatical, or be a general lack of clarity. Other problems might include not fully following assignment directions.