BUS202-604: Business Technology

Mondays/Wednesdays 11:50 PM – 1:20 PM **Lewis Center 103**

This syllabus is subject to change at the instructor's discretion. Instructor will post changes on the Desire2Learn (D2L) class site.

Instructor Information

Instructor: Dr. Soroosh Azizi

Email: s.azizi@depaul.edu *Note: Please put BUS202: at the beginning of the subject line of all email messages.*

Office: DePaul Center 6203 Office hours: Mondays and Wednesdays 3 to 5

Course Description

Technology is central to every business discipline in the modern economy. In this course, you will learn about digital transformation and how technology is changing the way that we do business. The course will introduce you to tools for viewing a business as a system with processes so that you can spot inefficiencies and recommend technology solutions. Business process automation is one of these key skills of the modern workforce that leverages technology to maximize the contributions of people. You will also learn about emerging technologies like artificial intelligence and blockchain as new tools with business applications. The course will prepare you to become a life-long learner who can adapt to future technological innovations.

Prerequisites

BUS 102 (Business Analytics) is a prerequisite for this class.

Course Objectives

Upon successful completion of this course, students should be able to:

1. Describe Business Process Management (BPM) using business technologies such as Enterprise Resource Planning (ERP) systems.
2. Create flowcharts using Microsoft Visio to analyze business processes and improve them with the business technologies.
3. Summarize the basics of Python, such as variables, functions, loops, classes, modules, and exceptions, as an introduction to algorithms.
4. Explain the role of technology in society and business and be able to use data to formulate solutions to problems.
5. Describe various emerging business technologies such as AI, Internet of Things, cloud computing, big data, database, blockchain, cybersecurity, social media and more.
6. Explain processes, systems and information in the organization and the new skills such as business analytics.

Course Modality

This is an on-campus/in-person course with required attendance. In the sessions, we will discuss the course material and demonstrate appropriate business technologies. Additional components of the course are asynchronous, including instructional materials and assignments.

Course Materials

1. Textbook
    a. ***Processes, Systems, and Information*** (4th ed.) by McKinney and Kroenke, Pearson
2. Video Learning
    a. Visio
        i. Microsoft Visio: LinkedIn Learning – Creating Flowcharts for Beginners
    b. Python
        i. DataCamp.com – Introduction to Python
        ii. LinkedIn Learning – Learning Python / Python Basics
3. D2L class site
    a. Readings
    b. Slides
    c. Assignments
        i. Due on **Sunday at 11:59 PM CST**
        ii. Deadlines available in D2L course calendar**.**

Grading

To assess the extent to which you have acquired the skills necessary for a strong foundation in business technology, the course grading components are listed below, followed by the grading scale and descriptions of each component.

Component	Percentage
Session Attendance & Participation	5%
Homework 1: Visio Assignment (due at the end of module 3)	15%
Homework 2: Datacamp Introduction to Python Certificate (due at the end of module 6)	15%
Homework 3: Python Assignment (due at the end of module 9)	15%
Midterm Exam	15%
Final Exam	15%
Final Group Project	20%

Letter Grades

Grading scale: The final Grading is based on: A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 60-66, F = ≤ 60

Description of Grade Components

Session Attendance and Participation

Participation in the live sessions is a significant part of your grade. Attendance is required and included in the participation grade. Unexcused absences incur a penalty.

We will discuss the issues and concepts in class, so prepare for active participation. Here is the grading rubric for Session Attendance and Participation:

To be eligible to take the final exam, you must attend at least 10 sessions.
Failure to meet this requirement will result in a failing grade.
Attendance is worth 0.25 points per session, and participation will be compensated by extra points.

Homework Assignments

You will complete the homework assignments as an individual. In Module 3, you will submit a Visio diagram for the Homework 1: Visio Assignment. This exercise provides some experience in using Visio to map business processes. In Module 6, you will submit the certificate of completion for the Datacamp Introduction to Python course first assigned in Module 1. In Module 9, you will complete Homework 3: Python Assignment. This exercise provides some experience in programming and using Python applications. These three submissions have equal weight in the ‘‘Assignments” part of the grade book.

Midterm

There will be a midterm exam after Module 4 (end of Part I). The midterm will include multiple and short answer questions related to the material in the first four modules. You can find details about the date of the midterm in D2L and the course schedule at the end of the syllabus.

Final Group Project

Each team consists of 1-2 individuals who should collaboratively work to create and submit the project. Divide the work equitably and give feedback to your teammate. If a team member drops the course, the remaining member must complete the project on time. The instructor has the right to reduce an individual’s grade if that the individual did notcontribute significantly to the project. The due date for the final project is the final exam.

Final

There will be a final to assess your learning at the end of the quarter. Similar to the midterm, the final will include multiple choice and maybe short answer questions related to the material in all modules. The goal of the final exam is to encourage you to take individual responsibility for learning the content of the course, including the application of analytics across business disciplines. You can find details about the timing of the final in D2L and the course schedule at the end of the syllabus.

Professionalism

- Only use your official DePaul email addresses for communication with me. I usually delete or disregard any emails outside depaul.edu domain
- Please start with Dear Dr. Azizi or Hello Dr. Azizi or anything that shows I am the main audience of the email. In the subject write Bus 202 + your concern
- Being disrespectful toward your instructor might result in being removed from the course or getting “F” in the course.
- **Using cell phone and earbuds are forbidden. No exceptions.**
- Students are responsible for having access to laptops and internet access. Using laptops are permitted only for course related activities.
- Students with disability will have extended time (based on the disability center recommendation), but the due date will be the same for them.

Course Schedule

Module	Topics
1	Introduction
1	Chapter 1: The Importance of MIS
2	Chapter 2: Business Process, IS, and Information
2	Chapter 2: Business Process, IS, and Information
3	Chapter 3: Network and Cloud
4	Chapter 4: Database /Python Coding
4	Midterm: May 06th (during regular class time)
5	Chapter 5: AI and Robots /Python Coding
6	Chapter 6: Information Systems Security and Blockchain /Python Coding
7	Chapter 11: Collaboration, Social Media and IS /Python Coding
8	Chapter 11: Collaboration, Social Media and IS /Python Coding
9	Chapter 12: Analytics and IS /Python Coding
10	Python Mock Project
11	Final Exam on Monday - 06/10 at 11:30am

Academic Integrity

This course adheres to the University's policies on plagiarism as stated in the current DePaul University Undergraduate Bulletin and Student Handbook.

To ensure the best possible learning outcomes in this course, you need to understand the appropriate and inappropriate uses of ChatGPT and other generative AI tools. In this class, cite all uses of ChatGPT and other generative AI tools as you would other sources. Please consult with me to determine the most effective ways to incorporate these tools into your learning experience.

Student Evaluations

At the end of this course, you will have an opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted.

Your honest opinions about your experience in and commitment to the course and your learning may help improve some

components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul.

Respect

This course is designed for learning, which is best achieved by asking questions, thinking things through, and even making mistakes. Please treat your professor and your classmates with respect – we are all on our own journey of learning. If anyone has concerns about the behavior of other people in the class, please let me know right away.

Dean of Students

The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises, Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals to support students both in and outside of the classroom. Additionally, the office has resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. Please feel free to contact the office at http://studentaffairs.depaul.edu/dos.

Student Mental Health Support

Your mental health and well-being are of utmost importance to me. As we navigate through the course material, I encourage you to reach out if you ever feel overwhelmed or need additional support. Whether it's related to the course content or any personal challenges, I am here to listen and provide guidance. Additionally, I value open communication and mutual respect within the class, promoting a safe space for constructive discussions and learning from one another.
If you find yourself facing any mental health concerns, remember that seeking help is a sign of strength, not weakness. There are campus resources available, such as university counseling, mental health support groups, and wellness programs. I will work with you to ensure that your mental health needs are accommodated while maintaining your privacy and confidentiality.

Gender Equity/Title IX

DePaul University does not discriminate on the basis of sex, which includes gender, gender identity, sexual orientation, marital status, pregnancy, parental status and family relationship status, in its education programs and activities and admissions. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in employment, as well as in all education programs and activities operated by the university (both on and off campus). The protection against discrimination on the basis of sex includes sexual harassment, sexual misconduct, sexual violence and gender based dating and domestic violence and stalking.
For more information or to report, please visit the Gender Equity/Title IX website.

Accommodations

Disability

Students seeking disability-related accommodations should register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. They have two office locations:

Loop Campus - Lewis Center #1420 - (312) 362-8002
Lincoln Park Campus - Student Center #370 - (773) 325-1677

You may also contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you use in this course. This is best done early in the term, and all conversations remain confidential.

Additional Accommodations

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

Assistance with Writing – The Writing Center

Consider contacting or visiting the Writing Center to discuss your writing assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours' worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.