

Please keep a copy of this syllabus for handy reference

*"I think there is a world market for maybe five computers."*~Thomas Watson, Chairman of IBM, 1943

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## MMG 508 – Information Research & Technology



### Course Syllabus

Cambridge Campus

Tuesday evenings, 6:10 – 10:40 pm

October 4 – January 3, 2006

Facilitator: Catherine Seo B.S., M.S.

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#### **WELCOME**

Welcome to **Information Research & Technology!** I am excited about our professional collaboration in the exploration and discussions of technology, research, and internet capabilities over the next 3 months. In our current business environment of change, technology is playing a more significant role than ever before. I am looking forward to exploring the many facets of this topic with all of you.

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#### **COURSE DESCRIPTION**

This course allows students to gain the knowledge, skills and abilities to apply principles of information research to their academic, work and professional lives. They gain ability to analyze problems, research and select relevant information from print and electronic sources, create an effective presentation, and publish it in print or electronic form.

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#### **REQUIRED TEXT and MATERIALS / ELECTRONIC RESOURCES**

Class Website: <http://www.inforesearching.com>

Additional materials and on-line resources will be given out during the course.

Recommended:

1. Researching Online for Dummies by Reva Basch, 2<sup>nd</sup> edition IDG Books Worldwide, 2000. *(Please note that this is a reference book that can be used as needed, rather than being read through from beginning to end)*
2. Find It Online Alan M. Schlein; Natl Book Network Publishers; Paperback, 2002

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#### **FACILITATOR'S BIO and CONTACT INFORMATION**

Catherine Seo is founder and president of Synergistic Solutions: Harnessing eMotion in Business, headquartered in Cambridge, Mass. The consortium, founded in 1989, offers support to organizations and industry in dealing with turbulence, change, and crisis impacting the workplace. Individuals, as well as organizations, learn to harness emotions into creative action, find or renew passion in the workplace, and build synergy to achieve common goals.

She received a Bachelor of Science in communications from Emerson College, and a Masters of Science in Strategic Technology Management from Marlboro College Graduate Center. Catherine has certification and/or training in advanced mediation, systems thinking, and relational dynamics, new product development, creativity and innovation as well as a technical background in computer programming and systems analysis.

**Contact Numbers:** Office/617.576.3733 Cell/617.721.9463 Fax/617.547.4233  
Email: [catherine@catherineseo.com](mailto:catherine@catherineseo.com) [cseo@cambridgecollege.edu](mailto:cseo@cambridgecollege.edu)

**Availability:**

I am available to ensure adequate understanding of course requirements and to offer assistance and suggestions. I may be contacted between 9:00 am. and 9:00 pm., except on Sundays. The use of e-mail is encouraged. If possible, calls will be returned on the same day. I generally answer email within 24 -48 hours, oftentimes sooner.

**COURSE STANDARDS**

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Cambridge College Adult Teaching/Learning Model specifies that in preparation for every course, students will satisfy all prerequisites. During the course itself, students achieve certain specified learning outcomes. All performance assessment depends upon the accomplishment of these outcomes. Students are graded on achievement, rather than on effort. It is the responsibility of the student to come to class prepared for each workshop.

**LOCATION**

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The class will meet on site at the **Cambridge Campus: 1000 Mass Avenue**

The class will meet each week: **Tuesday Evenings 6:10 p.m. to 10:40 p.m.**

Classes will be held **October 4, 18, November 1, 15, 29, December 13 & January 3** –We will discuss the last date in class for group availability to complete class in December

**OVERVIEW and PURPOSE**

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The purpose of this course is to enable the student to understand, appreciate the importance of, and apply Internet technology to improve productivity in the workplace. The focus of the course will be fourfold: to enable the student to:

1. gain professional level competence in researching information on the Internet and to be able to use technology to analyze and present the results of their research.
2. understand how the Internet may be used to improve communication and collaboration in work groups and within the organization, and improve their skills in using this technology
3. understand the integral role of modern internet technology in the present-day organization; and how it functions as an element of business or organizational strategy
4. understand the research project cycle, including project planning, timelines, documentation and the steps in completing a project portfolio
5. have fun with technology and its applications!

The course will involve extensive out of class use of the Internet for communications, research and group work. **Students will be required to have access to a computer and the Internet for this course.** The course will prepare the student to use the Internet for future courses in the Management Program at Cambridge College.

**LEARNING EXPECTANCIES and OUTCOMES**

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1. Understand how Internet and other "new" technologies are changing the way business is being done, and identify how these technologies can be utilized in organizations in which they might work.
2. Attain a level of professional competence in on-line research for management topics.
3. Attain a level of competence with various tools (spreadsheet, document processing, presentation tools, webpage, and project management) and demonstrate the use of those tools to support business objectives.

4. Improve their ability to communicate electronically with other users and work in virtual groups to complete projects
5. Understand the research project cycle, including project planning, timelines, documentation and the steps in completing a project portfolio.
6. Discuss some of the legal, ethical and security issues surrounding the increased use of computer-based technology in the workplace.

### ***COURSE CHANGES***

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Because of the diversity of this semesters students, the ever changing nature of the Internet, and the instructor's focus on best serving the student's needs for their research projects any part of this syllabus is subject to change. Course changes will be announced in class and will be agreed upon by both the students and the instructor. I will provide you with as much notice as possible via email and class announcements whenever there are changes.

The course will involve extensive out of class use of the Internet for communications, research and group work. Students will be required to have access to a computer and the Internet for this course. The course will prepare the student to use the Internet for future courses in the Management Program at Cambridge College.

### ***ATTENDANCE POLICY***

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Attendance at all class sessions is mandatory. In order for you to be in attendance during a week you must remain until the end of each class unless you have discussed this with me in advance. If an absence is necessary, you must contact me in advance.

Please note that attendance is different from participation. Participation is a required part of your grade, whereas attendance is an aspect of your enrollment status. Please let me know if you have questions about these participation or attendance policies.

### ***PARTICIPATION***

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Participation in class workshops is required. Participation is 20% of your grade. You are not automatically given points each week for participation by occasionally commenting. To receive a 100% participation grade, you must meet the following expectations:

You need to contribute in a substantive way by adding to the class's body of knowledge. A few examples of how this may be accomplished are:

- Discussing a relevant professional experience and the outcome or citing a previously unknown reference relevant to the discussion (e.g. a URL, a passage in a textbook, a current news article, etc.)
- Always be prepared to discuss your individual and team projects.
- Please relate your comments to the weekly topics, lectures and learning points.
- Provide respectful and professional commentary.
- Be attentive and actively listen.
- Contribute to our learning community and our environment of exploration.
- Have fun and enjoy the wonderful discussions!

### ***WRITTEN ASSIGNMENTS***

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Written communications is an essential tool for any professional. Writing well is the result of practice followed by feedback, and the use of relevant and appropriate sources. Therefore, the quality of writing is graded as part of every written assignment at Cambridge College.

You should address the following guidelines when preparing your paper:

### **Content & Development 50%**

- All key elements of the assignment are covered in a substantive way.
- Content is comprehensive, accurate, and/or persuasive.
- Major points are stated clearly, are supported by specific details, examples, or analysis, and are organized logically.
- Where appropriate, the paper supports major points with theory relevant to the development of the ideas, and uses the vocabulary of the theory correctly.
- Theory and practice are integrated, whereby the writer is able to link theories to practical experience (i.e., application to a real-world work setting).
- Research is adequate and timely for the topic.
- The context and purpose of the writing is clear (e.g., critique, research, sample memo, and business plan).

### **Organization 20%**

- All papers are to be submitted in APA format.
- All papers must include an executive summary
- The structure of the paper is clear and easy to follow.
- The paper's organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
- Ideas flow in a logical sequence.
- The introduction provides sufficient background on the topic and previews major points.
- Paragraph transitions are logical and reinforce the flow of thought throughout the paper.
- The conclusion is logical and flows from the body of the paper.
- The conclusion reviews the major points.

### **Format 10%**

- The paper, including citations and the reference page, follows APA guidelines and those given here.
- The paper is laid out effectively and uses reader-friendly aids (e.g., sections, summaries, table of contents, indices, and appendices), when appropriate.
- The paper utilizes references appropriately.
- Features such as headings and italics aid in the readability of the paper and are not overused.
- The paper is neat, with attention given to format requirements.

### **Grammar, Punctuation, & Spelling 15%**

- Rules of grammar, usage, and punctuation are followed.
- Spelling is correct.

### **Readability & Style 5%**

- Sentences are complete, clear, and concise.
- Sentences are well constructed, with consistently strong, varied structure.
- Sentence transitions reinforce the flow of thought.
- Words used are precise and unambiguous.
- The tone is appropriate to the content and assignment.

### ***STANDARDS for ACADEMIC HONESTY***

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Academic honesty is highly valued at Cambridge College. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication, when the content of such communication clearly originates from an identifiable source.

Academic dishonesty in the learning environment could involve:

- Having a tutor or friend complete a portion of your assignments;

- Having a reviewer make extensive revisions to an assignment;
- Copying work submitted by another student; or
- Using information from online or Internet information services without proper citation.
- Any student who commits academic dishonesty in a course will receive zero credit for the assignment. If the incident is repeated, the University may be notified and appropriate action will be taken.

### ***LEARNING TEAMS***

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Learning Teams for this class will be formed. Generally all members of the team will receive the same grade for the team project. However, I reserve the right to grade members individually in the event that a student does not work to support their team appropriately. If I am informed of a member who is causing the team difficulty by not participating adequately, not meeting deadlines for tasks, not communicating, or in other ways not be a good team member—that individual can expect a lower grade on group work than the rest of the team.

On the last week of class, each student will submit a Learning Team evaluation form that will provide input on the contribution of individual team members over the course of the class. If these evaluations indicate that you have not done your share of the work, you can expect an impact on your final grade. Failure to complete a LT evaluation will result in a reduction of your grade.

During the first team meeting--**I highly recommend**--that your team create a project plan to provide guidance and commitment to your team members for the duration of this course.

### ***GRADING FORMULA and SCALE***

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There will be a total of 100 points for the assignments in this course. If grades received include fractions of a point, I will always 'round down' when calculating letter grades. (Example: A score of 89.9 becomes 89.)

#### **Grading Scale**

100-95	94-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59 or <
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

**A** = Clearly stands out as an excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in the progression of ideas. Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

**B** = Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in the workshop discussions. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of the workshop is of high quality. Example: "B" work indicates a high quality performance and is given in recognition for solid work; a "B" should be considered a high grade.

**C** = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts. Example: "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.

**D** = Quality and quantity of work in and out of the workshop is below average and barely acceptable. Example: "D" work is passing by a narrow margin.

**F** = Quality and quantity of work in and out of the workshop is unacceptable. Example: "F" work does not qualify the student to progress to a more advanced level of course work.

## **CLASS SCHEDULE OVERVIEW**

Please ensure that all written assignments are turned in at the beginning of class.

<p><b>October 4</b></p>	<p><b>Getting Started</b>            Background and History of the Internet            Getting Started using Cambridge College Library Services</p> <p><b>Assignment:</b> Bio emailed to <a href="mailto:catherine@catherineseo.com">catherine@catherineseo.com</a>            Research Summary w/3 citations on selected topic</p>
<p><b>October 18</b></p>	<p><b>Treasure Hunting/Internet Navigation</b>  <i>Technology Tools</i>            Browsers &amp; Searching</p> <p><i>Presentation Tools</i>            Microsoft Word</p> <p><b>Assignment:</b> Individual Research Paper</p>
<p><b>November 1</b></p>	<p><b>Tools of the Trade</b>  <i>Technology Tools</i>            Project Planning – Individual</p> <p><i>Presentation Tools</i>            PowerPoint</p> <p><b>Assignment:</b> Individual Research Presentation</p>
<p><b>November 15</b></p>	<p><b>Mid-Term: Individual Presentations</b></p> <p><b>Assignment:</b> Team Final Project Portfolio Proposal</p>
<p><b>November 29</b></p>	<p><b>Collaboration</b>  <i>Intro to Virtual Teaming</i>            Communication Tools &amp; Collaborating Online</p> <p><i>Collaboration/Technology Tools</i>            Project Planning – collaborating</p> <p><b>Assignment:</b> Team Final Project Portfolio Paper</p>
<p><b>December 13</b></p>	<p><b>Collaboration 2/Bringing it all Together</b></p> <p><b>Technology Tools</b>            Web tools for presentation</p> <p><b>More about Virtual Teaming</b>            Communication Tools &amp; Collaborating Online</p> <p><b>Assignment:</b> Team Final Project Portfolio Presentation</p>
<p><b>January 3 or TBD in class</b></p>	<p><b>Final Team Research Project Portfolio Presentations</b></p>

## **ASSIGNMENT PERCENTAGES**

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### **Class attendance and participation 20%**

### **Research Homework assignment 10%**

Each student will select a topic and present information on that topic. The assignments will be handed out and discussed in more detail in class, and must be turned in (hard copy) and/or presented in the next class session. I also request an email copy be sent to me via email.

### **Individual Research project 35%**

A research project that will use online research to collect information related to a selected topic of interest. The student will identify a topic, frame the research focus, use on-line sources to gather information, synthesize the data and prepare a presentation intended for a work or professional audience.

### **Team Project/Portfolio 35%**

Students will use on-line communication tools to work in a group to complete a project that relates to the content of the course. The result will be a portfolio of documents - PowerPoint, Excel, Project Planning tools, and Word - that document the students' efforts in research, documentation, and presentation.

Students are encouraged to build in their own interests and workplace needs into the design of their term project.

*Note: Please submit all assignments in hard copy form at the class in which it is due. I also request file copies be sent to me via email.*

## **LATE POLICY**

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Students are expected to complete the work on time and within requirements. Please hand-in a hard copy of your assignments at the beginning of the workshop in which they are due. Also please email a copy to me at [catherine@catherineseo.com](mailto:catherine@catherineseo.com). Assignments received after workshop completion will be accepted as follows:

*Assignments that are late will be subject to a 10% penalty for the first day the assignment is late, 25% on the second day, 50% on the third day, 75% on the fourth day, and 100% on the fifth day the assignment is late. The exception to this rule is the final week of the course. If the final week's assignments are not turned in by the last day of class, it will receive an automatic zero score.*

I do not accept requests for "incomplete" grades in this course.

## **FINAL THOUGHTS**

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If you have any questions about this syllabus, please feel free to contact me. Have a great course!

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