



# School of Science and Technology

## ITEC 2201 – Introduction to Information Systems

---

### Instructor Information

---

Instructor: Yi Ding

Office: W-2120

E-mail: yding1@ggc.edu

### Communication

The fastest way to connect with me is via GGC email. I am happy to set up a face-to-face meeting with you, when possible. However, we may need to establish a time and place via email or by phone.

At any time you can contact me by email, text message or voicemail on my GGC cell phone. Communications received Monday through Thursday after 5pm EST will be returned by the next day. On the weekend or when I am away from campus (i.e., at a conference), my response may be irregular.

When corresponding by email, I will communicate with you using only your GGC email. You should check your GGC email every day. Emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

When you email me you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper grammar and punctuation.

You should also check your Brightspace (Desire2Learn) course site every day.

### Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within the classroom and in the larger learning community. This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

### Expectations of Students

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus.

Students can access the course materials and grades via Brightspace (Desire to Learn).

Students should check GGC email regularly (at least twice a day).

Cell phones should be set on silent and stowed during class.

Laptop computers should remain off, except when they are being used for an in-class activity or for taking notes.

All completed assignments will be submitted through Brightspace (Desire2Learn). Unless otherwise specified, daily assignments must be submitted prior to class time. Major projects are due by midnight on the due date unless other arrangements are made.

---

## Course Information

---

### Class Details

Course Details: ITEC 2201, 3 Credit Hours

Class Time: Monday and Wednesday, 2:00 am – 3:15 pm

Course Location: C-2130

### Course Description

A study of the fundamentals of information systems, including what they are and how they affect organizations.

### Course Prerequisites

ITEC 1001 (ITEC 2110 & ITEC 2120 recommended for IT Majors); ENGL 0999

### Course Resources

#### Required Texts

All course textmaterials for this section of the course are provided by the instructor through the sponsorship of [Affordable Learning Georgia Program](#)

#### Computer Software Required:

MS Office 2013/2016 (Word, Excel, Access, PowerPoint, Project, Visio), SAP

### Course Outcomes

Upon completion of this course students will be able to:

1. Describe and define fundamental terms, concepts and roles of information systems and associated Technology.
2. Explain the strategic role of information systems in contemporary organizations.
3. Describe the basic concepts of systems and systems thinking as they apply to the conceptualization, development, project management, evaluation, ethics and use of information systems.
4. Describe concepts of and develop information systems applications commonly employed within an organizational setting to manage data and make decisions.

## Course Requirements and Grading

You can expect to access the course materials and grades via our course in Brightspace (Desire to Learn). Students should check this Brightspace regularly, as course changes will always be announced and recorded on the course site.

### Grading Scale

A (Excellent) 90-100

B (Good) 80-89

C (Fair) 70-79

D (Poor) 60-69

F (Failure) 59 and below

### Grading Percentages

Grading Category	Percent Weight
<b>9 Quizzes</b>	10%
<b>2 Exams</b>	20%
<b>In Class Labs, Exercises, Discussions</b>	20%
<b>Homework Assignments</b>	10%
<b>Mini Projects</b>	25%
<b>Semester Project</b>	10%
<b>Class Participation</b>	5%

Rounding grades by 0.5 level

### Late Work Policy

Assignment submitted over deadline will usually incur a 10% deduction per day up to 5 business days. Anything submitted on the 6th day from the due date or later will be subjected up to 50% penalty until to one month after the due date. Any assignment past cut off date over one month will not be accepted.

I do not grant extensions on assignments except under extreme circumstances.

In-class quizzes and in-class exercises cannot be made up without an excused absence and must be made up within two weeks of your return to campus.

### Assessment Tools

The final course grade will be derived from your performance on the tests, assignments (take home exercises and quizzes), in class engagement activities, and class participation as follows:

Tentative Assessments	Percent Weight
<b>Two Exams</b>	<b>20%</b>
Exam 1 covering Chapter 1 to 5	10%
Exam 2 covering Chapter 6 to 9	10%
<b>Attendance</b>	<b>5%</b>
<b>Mini Projects (detail subject to change)</b>	<b>25%</b>
Database project 1	3%
Database project 2	5%

Excel project 1	3%
Excel project 2	5%
ERP – Introduction	3%
ERP – Fulfillment	6%
<b>Semester Projects</b>	<b>10%</b>
Business Plan and Database Support	10%
<b>Quizzes</b>	<b>10%</b>
<b>Homework Assignments</b>	<b>10%</b>
<b>In Class Activities</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

## Final Exam Date and Details

No final exam

## Course Expectations

You can expect me:

To start and end class on time.

To reply to e-mails within 24 hours on weekdays and 48 hours on weekends.

To assign homework that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for a 3 credit hour course.

To give exams that accurately reflect the material covered in class and assigned in homework.

I can expect you:

To come to class on time.

To be attentive and engaged in class.

To refrain from using laptops, cell phones and other electronic devices during class.

To spend an adequate amount of time on the homework each week, making an effort to solve and understand each problem.

To engage with both the abstract and computational sides of the material.

To seek help when appropriate.

**As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class.**

**For this reason, I ask you to turn off your mobile devices and close your laptops during class only when you need to take notes using those devices. If you are doing anything other than taking notes on your devices please step out of the class so that other students are not distracted by your screen.**

## Important Dates

[8/14] Classes Begin

[8/20] Drop/Add Period Ends

[9/2] Labor Day Holiday

[10/4] Midterm Grades Due

[10/7] Last Day to Drop a Class with a W (by 5:00 p.m.)

[11/26 – 12/1] Thanksgiving Break

[12/3] Last Day of Classes

[12/4 – 12/10] Final Exams

[12/12] End of Semester Grades Due (by 9:00 am)

[12/19] Grades Available in Banner

[12/12] Commencement

## Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus, including changes to assignments, projects, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

---

## School of Science & Technology Policies

---

### Vision/Mission Statement

The School of Science and Technology will become recognized in the region and the state for excellence in STEM education at an open access institution. SST Faculty will provide effective and relevant courses and programs in science, math, and technology which are characterized by interdisciplinary learning, novel use of educational technology, and an active learning environment that stimulates critical thinking.

### Make-up Exam Policy

You are expected to attend every class. Failure to attend class will affect your grade.

Special arrangements to take a regular exam early must be made in advance in writing. Early exams are available only at the instructor's discretion and only under extreme circumstances.

IF an emergency arises and you miss an exam you **MUST** notify me on the same DAY as the exam. Notification by email, text or phone message is acceptable. Any make-up work may have a different format or different content from the regular assignment. Make-up work should be completed within two days of the original due date. Work missed due to unexcused absences will be given a grade of zero.

Lab Practical Exams **CANNOT** be rescheduled!

If you feel that you are unable to complete your courses due to illness or family emergency, contact the Registrar's Office to attempt to withdraw from your courses without penalty.

## School/Program Outcomes

### Integrated Educational Experience Goals:

The IEE goals are a set of learning outcomes achieved in all GGC graduates. These outcomes are achieved as a result of learning experiences across the academic and student affairs programs. This course directly contributes to the goals bolded below.

**The IEE Goals met by the objectives of this course are in bold/strong format:**

**IEE-1 Clearly communicate ideas in written and oral form.**

**IEE-2 Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.**

**IEE-3 Demonstrate effective use of information technology.**

IEE-4 Demonstrate an understanding of diversity and global perspectives leading to collaboration in diverse, global contexts.

**IEE-5 Demonstrate an understanding of human and institutional decision making from multiple perspectives.**

**IEE-6 Demonstrate an understanding of moral and ethical principles.**

IEE-7 Demonstrate and apply leadership principles.

**IEE-8 Demonstrate competence in quantitative reasoning.**

## Academic Integrity and Use of Turnitin

Students in all courses taught in the Teacher Education programs are reminded that they are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work. Education students should be aware that faculty may use the originality check feature of Turnitin to assist students in learning how to cite work appropriately in order to avoid potential plagiarism.

Please note: This policy mandates that students include complete citations for any and all work which is not totally original in Unit and Lesson Plans developed as part of the course.

Examples of plagiarism include:

Directly quoting another's words without appropriate citation and punctuation

### **Overusing quotations in a written work**

Paraphrasing another's words without appropriate citation

Submitting assignments and other work that are not your own

Citing primary and secondary sources incorrectly

Examples of academic dishonesty include:

Submitting a single assignment for multiple courses without the instructors' knowledge or permission;

Using assignments submitted by other students;

---

## Student Resources

---

### Academic Enhancement Center (AEC)—Your Pathway to Success

The AEC's trained professional and peer tutors offer **45-minute tutoring sessions** in a variety of high-demand subjects.

Writing tutors will tutor you at any stage of the writing process. Math/Science/ITEC/Business tutors will help you gain a better understanding of course concepts. Bring your notes, textbook, rubrics, and assignment sheets to your tutoring session. Be prepared to answer and ask questions.

To schedule an appointment with one of the AEC's tutors, visit **the AEC in W1160** or **call 678-407-5191**. Drop-ins are also welcome. Currently enrolled GGC students can receive a maximum of two total tutoring sessions per day.

**AEC Math Learning Station** is an area of the AEC for students enrolled in College Algebra, Quantitative Reasoning, and Math Modeling to receive drop-in tutoring and to complete online modules. The AEC Math Learning Station is available to students whenever the AEC is open.

The AEC is open Monday-Thursday 9AM-9PM, Friday 9AM-5PM, Saturday 10AM-2PM, and Sunday 1PM-5PM. Hours subject to change during the summer semester.

### GGC Disability Services

**Access and Accommodations:** It is important to GGC that all students have equal access to the classroom and their educations. If you have already established accommodations with Disability Services, please provide me with your **Faculty Accommodation Notification**, with your approved accommodations listed, at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through Disability Services (located in **D-1404**), but have a permanent disability (such as but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), or temporary condition that requires accommodations, you are encouraged to meet with Disability Services. **To contact disability services please call 678-407-5195 or send an email to [disabilityservices@ggc.edu](mailto:disabilityservices@ggc.edu).**

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process requiring the student and disability services staff to meet. Disability services will review the documentation provided, discuss functional limitations with the student, along with the classroom environment and potential barriers or access issues. Georgia Gwinnett College is committed to creating an inclusive and accessible learning environments consistent with federal and state law.

### Kaufman Library

Kaufman Library provides a plethora of resources, services, and space, to help ensure your academic success. Tens of thousands of full text articles as well as e-books, e-book chapters, reports, statistics, streaming media, etc., are available from the [library's databases](#) and [e-journals collections](#), covering a wide variety of subject areas. Books available at GGC and other USG institutions can be located in [GIL-Find, the library catalog](#). Only print books can be borrowed from other USG institutions. [Research assistance](#) is available via chat, web-based

form, walk-in, phone, and by scheduling a research consultation. Laptops, calculators, anatomy models, and other materials are available via the [library lending program](#). Kaufman Library makes available individual and group study space including more than 40 group study rooms that can be booked via the [online reservation system](#) and a quiet reading room. Computers, fully loaded with campus software, and printing are available in Kaufman Library, B Atrium, and The Den (A Building).

## Title IX Resources for Safety from Gender-Based/Sexual Harassment and Violence

Georgia Gwinnett College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the College has staff and resources on campus to support and assist you. Staff can also direct you to resources that are in the community.

There are both confidential and non-confidential resources and reporting options available to you. GGC is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the [website of the Office of Diversity and Equity Compliance](#).

---

## Georgia Gwinnett College Policies

---

### Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](#), page 31.

### Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the [Student Handbook](#), page 31.

### Americans with Disabilities Act Statement

Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is



disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](#). A CDS Counselor will coordinate those services.

For more information, refer to the [Americans with Disabilities Act Policy](#).

## Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused, and whether work will be permitted to be made up. The decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g. lab attendance. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

For more information, refer to the [GGC Student Attendance Policy](#).

Faculty check attendance in each of your courses and are required to report to the Registrar students who never attend or cease attending a course. If this happens to you, Financial Aid will adjust your financial award accordingly. Please contact the Financial Aid Office for more information.

If you know in advance that you will miss a class, please tell me ahead of time.

If you miss a class for an unexpected but excused reason, please contact me as soon as you return to campus.

I reserve the right to request written proof of excused absences (ex. a doctor's note for a medical emergency, a copy of a jury summons, an accident report, etc.), although I usually only do so in extreme cases.

If you feel that you are unable to complete your courses due to illness or family emergency, please contact the Registrar's Office.

The following is a partial list of excused and unexcused absences:

Excused Absences	Unexcused Absences
Medical emergency (you or a family/friend)	Traffic or parking problems
Family wedding, reunion, funeral, or emergency	Other family commitment or logistical conflict
Religious holiday	Oversleeping
Jury/court duty	Job-related activities
Military duty	Computer/technology problems
Personal illness or injury	Doctor's appointment
Official GGC or academic function	Non-GGC/academic activities

Car accident or breakdown	Private lesson, tutoring, counseling, etc.
Natural disasters	Welfare visit
Fire	Visa appointment
Severe emotional trauma	Arrested

## Equal Opportunity and Affirmative Action Policy

Georgia Gwinnett College adheres to affirmative action policies designed to promote diversity and equal opportunity for all faculty and students.

As an equal opportunity institution, Georgia Gwinnett College is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment, and maintaining an environment that recognizes the inherent worth and dignity of every person.

It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students, and applicants for employment or admission, without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, gender identity, pregnancy/parental status, veteran status or disability.

For more information, refer to the [GGC Equal Opportunity and Affirmative Action Policy Statement](#).

## Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor, ensure you (1) sign up for [RAVE alert text notification](#), (2) download the LiveSafe app for [iPhone](#) or [Android](#). (3) View the 15 minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, “If you see something, say something” to a GGC employee. Your community needs your increased vigilance and awareness.

## Tentative Schedule

Note: This is a tentative schedule. Exact schedule will be dependent on class progress. Some module timelines might be rearranged according to class learning needs.

<b>Week</b>	<b>Topics</b>	<b>Learning Materials</b>
1	Course Overview Chapter 1 – Introduction to Information Systems (IS)	<a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Intro-to-IS.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Intro-to-IS.pptx</a>  Ackoff, R. L. (1989). From Data to Wisdom. Journal of Applies Systems Analysis, 16, 3-9 (available through GGC online Galileo library)  Zwass, Vladimir. (2017). <a href="#">Information Systems</a> . In A. Augustyn (Ed.), Encyclopædia Britannica: Encyclopædia Britannica, Inc  <a href="#">What is MIS? Introduction &amp; Definition</a> by guru99.com

		<p>Allen Newell, Alan J. Perlis, Herbert A. Simon, <a href="#">What is Computer Science?</a> Science 1967 (157) 1373-4</p> <p>Izak Benbasat and Robert W. Zmud, The Identity Crisis Within the IS Discipline: Defining and Communicating the Discipline's Core Properties, May 2003, MIS Quarterly 27(2):183-194 (available through GGC online library)</p>
2	Chapter 2 – Organizational strategy, Competitive Advantage, and IS	<p><a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-2_Organizational-Strategy-Competitive-Advantage-and-Information-Systems.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-2_Organizational-Strategy-Competitive-Advantage-and-Information-Systems.pptx</a></p> <p>Michael E. Porter, <a href="#">The Five Competitive Forces That Shape Strategy</a>, Harvard Business Review, 2008</p> <p><a href="#">SWOT Analysis: Bringing Internal and External Factors Together</a></p> <p>Mind Tools Content Team, <a href="#">Porter's Generic Strategies - Choosing Your Route to Success</a></p> <p>David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 7: Does IT Matter?</a> from Opentextbook.site</p> <p><a href="#">Porter's Value Chain Analysis</a>, By Vincent Van Vliet</p> <p><a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-2_Organizational-Strategy-Competitive-Advantage-and-Information-Systems.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-2_Organizational-Strategy-Competitive-Advantage-and-Information-Systems.pptx</a></p>
3	Chapter 3 – IS Infrastructure (Network and Cloud Computing)	<p><a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-3_IT-Infrastructure.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-3_IT-Infrastructure.pptx</a></p> <p>David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 3: Software</a> from Opentextbook.site</p> <p>David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 5: Networking and Communication</a> from Opentextbook.site</p> <p>John Gallagher, <a href="#">Chapter 10: Software in Flux: Partly Cloudy and Sometimes Free</a>, open textbooks published by the University of Minnesota Libraries</p>
4	Chapter 4 – Information Security	<p><a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-4_IS-Security.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-4_IS-Security.pptx</a></p> <p>David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 6: Information Systems Security</a>, from Opentextbook.site</p> <p><a href="#">12 Risks, Threats, &amp; Vulnerabilities in Moving to the Cloud</a> by Timothy Morrow (2018)</p>

5	Chapter 4 – Information Security Chapter 5 – Software Development and Project Management	David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 10 - Information Systems Development</a> , from Opentextbook.site  <a href="#">Successful project management for software product and information system development</a> by Ebert, Luba
6	Chapter 5 – Software Development and Project Management	<a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-5_System-development-methodologies-and-project-management.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-5_System-development-methodologies-and-project-management.pptx</a>  <a href="#">Project Management</a> by BC Open Textbooks
7	Chapter 5 – Software Development and Project Management Chapter 6 – Data and Knowledge Management	David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 4 - Data and Databases</a> , from Opentextbook.site  <a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-6_Data-and-Knowledge-Management.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-6_Data-and-Knowledge-Management.pptx</a>
8	<b>Test 1</b> – Covers Chapter 1 to 5 Chapter 6 – Data and Knowledge Management	John Gallagher, <a href="#">Chapter 11: The Data Asset: Databases, Business Intelligence, and Competitive Advantage</a> , open textbooks published by the University of Minnesota Libraries
9	Chapter 6 – Data and Knowledge Management	John Gallagher, <a href="#">Chapter 11: The Data Asset: Databases, Business Intelligence, and Competitive Advantage</a> , open textbooks published by the University of Minnesota Libraries
10	Chapter 6 – Data and Knowledge Management Chapter 7 – Business Intelligence and Data Analytics	Bergen Adair (2018), <a href="#">Business Intelligence vs Business Analytics: A Comprehensive Comparison of the Difference Between Them</a>  John Gallagher, <a href="#">Chapter 11: The Data Asset: Databases, Business Intelligence, and Competitive Advantage</a> , open textbooks published by the University of Minnesota Libraries  <a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-7_BI-and-DA.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Chapter-7_BI-and-DA.pptx</a>
11	Chapter 7 – Business Intelligence and Data Analytics	Davenport, T. H. and Jeanne G. Harris, <a href="#">Competing on Analytics: The New Science of Winning</a> , Harvard Business Review, 2006
12	Chapter 7 – Business Intelligence and Data Analytics Chapter 8 – Enterprise Systems (ERP, CRM, and SCM)	David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 8: Business Processes</a> , from Opentextbook.site  <a href="http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Enterprise-Systems.pptx">http://commons.ggc.edu/yding1/wp-content/uploads/sites/123/2020/06/Enterprise-Systems.pptx</a>

13	Chapter 8– Enterprise Systems (ERP, CRM, and SCM)	<a href="#">Digital Supply Chain – From Design to Operate</a>
14	Chapter 8 – Enterprise Systems (ERP, CRM, and SCM)	
15	Chapter 9 – Ethics and Privacy Test 2 – Covers Chapter 6 to 9	David T. Bourgeois, James L. Smith, Shouhong Wang, and Joseph Mortati, <a href="#">Chapter 12: The Ethical and Legal Implications of Information Systems</a> , from Opentextbook.site