

管院博士班課程大綱

Ph.D. Program Syllabus

2019.12.16 修訂

系所 Department	資管所 IM	必選修 compulsory/elective	必修 Compulsory
課程名稱 Course title	110_1_5307139_01 高等管理資訊系統 Advanced Management Information Systems (全英語授課/English-taught) Class size up to 12 students	學分數 Credit(s)	3
學年/學期 academic year/Semester	選擇一個項目。 110-1 學期 Fall semester 2021	上課地點 Classroom	COM 443
講授教師 Instructor	Eldon Y. Li 李有仁	上課時間 Time	Tuesday 6:30 PM~9:20 PM
教師辦公室&諮詢時間 Instructor office number & office hour	管院 618, time TBD	教師聯絡資訊 Instructor Contact	Phone: 0916733800 Email: miseli@ccu.edu.tw
助教 Teaching assistant	TBD	助教 聯絡資訊 TA contact	Email: TBD
先修課程 Pre-requisite courses	Ph.D. 1 st year or higher standing and basic knowledge in MIS.		
課程目標 Course Objective	<p>This course introduces the students to the outstanding research papers in the extant MIS-related literature. The fields of study stem from electronic business mobile communications to consumer behavior. The students must identify an area of interest in which an extensive literature review will be conducted, and a report will be completed. This course will be conducted in English. Therefore, all presentations, discussions, and research reports must be in English.</p> <p>At the end of the course, students will be able to acquire:</p> <ol style="list-style-type: none"> (1) Common understanding and language in MIS discipline: Ability to communicate with peers with special terminologies and a common body of knowledge. (2) Research and analytical abilities: Ability to read, criticize and present MIS journal articles; to define research questions; to formulate a theory or model; to analyze data and explain research results. (3) MIS critical thinking ability: Ability to address questions and construct models; to apply models to management decision making. (4) Knowledge of latest developments and trends in technologies: Ability to innovate and apply MIS model; (5) Academic ethics; ability to publish in major international academic journals and conferences. 		
AACSB 學習品質保證學習目標 Assurance of Learning (AOL) Learning goals			
*請先選填為主要或次要學習目標 (Major or minor learning goal)，再選擇對應之學習目標			
主要學習目標 Major learning	次要學習目標 Minor learning	選擇一個項目。	

<p>goal 目標 2：創造力與創新 LG2:Creativity and Innovation</p>	<p>goal 目標 1：知識整合 LG1:Knowledge Integration</p>	<p>選擇一個項目。</p>
<p>教材 Teaching materials</p>	<p>READINGS:</p> <p>[1] *Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50 (2), 179-211.</p> <p>[2] Bagozzi, R. and Phillips, L. (1991) Assessing construct validity in organizational research. <i>Administrative Science Quarterly</i>, 36 (3), 421-458.</p> <p>[3] *Bhattacharjee, A. (2001). Understanding information systems continuance: an expectation-confirmation model. <i>MIS Quarterly</i>, 25 (3), 351-370.</p> <p>[4] Bhattacharjee, A. and Premkumar, G. (2004). Understanding changes in belief and attitude toward information technology usage: a theoretical model and longitudinal test. <i>MIS Quarterly</i>, 28 (2), 229-254.</p> <p>[5] Bock, G.W., Zmud, R.W., Kim, Y.G., Lee, J.N. (2005.3). Behavioral intention formation in knowledge sharing: examining the roles of extrinsic motivators, social-psychological forces and organizational climate. <i>MIS Quarterly</i>, 29 (1), 87-101.</p> <p>[6] Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. <i>Qualitative Sociology</i>, 13(1), 3-21.</p> <p>[7] *Davis, F.D., Bagozzi, R.P. and Warshaw, P.R. (1989). User acceptance of computer technology: a comparison of two theoretical models. <i>Management Science</i>, 35 (8), 982-1003.</p> <p>[8] *DeLone, W. and McLean, E. (2003). The DeLone and McLean Model of information systems success: a ten-year update. <i>Journal of Management Information Systems</i>, 19 (4), 9-30.</p> <p>[9] DeSanctis, G., & Poole, M. S. (1994). Capturing the complexity in advanced technology use: Adaptive structuration theory. <i>Organization Science</i>, 5(2), 121-147.</p> <p>[10] Doll, W.J., Xia, W. and Torkzadeh, G. (1994). A confirmation of factor analysis of the end-user computer satisfaction instrument. <i>MIS Quarterly</i>, 18 (4), 453-461.</p> <p>[11] Drnevich, P.L. and Croson, D.C. (2013). Information technology and business-level strategy: toward an integrated theoretical perspective. <i>MIS Quarterly</i>, 37 (2), 483-509.</p> <p>[12] *Eisenhardt, K. M. (1989). Building theories from case study research. <i>Academy of Management Review</i>, 14(4), 532-550.</p> <p>[13] Hartwick, J. and Barki, H. (1994). Explaining the role of user participation in information system use. <i>Management Science</i>, 40 (4), 440-465.</p>	

- [14] Jiang, Z. and Benbasat, I. (2005). The Effect of presentation formats and task complexity on online consumers' product understanding. *MIS Quarterly*, 31 (3), 475-500.
- [15] *Karahanna, E., Straub, D.W. and Chervany, N.L. (1999). Information technology adoption across time: a cross-sectional comparison of pre-adoption and post-adoption beliefs. *MIS Quarterly*, 23 (2), 183-213.
- [16] Lewis, W., Agarwal, R. and Sambamurthy, V. (2003). Sources of influence on beliefs about information technology use: an empirical study of knowledge workers. *MIS Quarterly*, 27 (4), 657-678.
- [17] *Li, E.Y., Liao, C.H., Yen, H.J.R. (2013.11) "Co-Authorship Networks and Research Impact: A Social Capital Perspective," *Research Policy* (Elsevier), 42 (9), 1515-1530. (Lecture by Eldon)
- [18] *Li, E.Y., Tung, C.Y., Chang, S.H. (2016.8). The Wisdom of Crowds in Action: Forecasting Epidemic Diseases with a Web-based Prediction Market System. *International Journal of Medical Informatics*, 92, 35-43. (Lecture by Eldon)
- [19] Limayem, M., Hirt, S.G., and Cheung, M.K. (2007). How habit limits the predictive power of intention: the case of information systems continuance. *MIS Quarterly*, 31 (4), 705-737.
- [20] Malhotra, Y., Galletta, D.F. and Kirsch, L.J. (2008). How endogenous motivations influence user intentions: beyond the dichotomy of extrinsic and intrinsic user motivations. *Journal of Management Information Systems*, 25 (1), 267-299.
- [21] Markus, M. L., & Robey, D. (1988). Information technology and organizational change: causal structure in theory and research. *Management Science*, 34(5), 583-598.
- [22] *Nahapiet, J. and Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23 (2), 242-266.
- [23] Oliver, R.L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *Journal of Marketing Research*, 17 (4), 460-469.
- [24] Orlikowski, W. J. (1993). CASE tools as organizational change: Investigating incremental and radical changes in systems development. *MIS Quarterly*, 27 (3), 309-340.
- [25] *Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4), 41-50.
- [26] *Pavlou, P.A. and Gefen, D. (2004). Building Effective Online marketplaces with institution-based trust. *Information Systems Research*, 15 (1), 37-59.
- [27] *Podsakoff, P.M., MacKenzie, S.B., Lee, J.Y. and Podsakoff, N.P. (2003). Common method biases in behavioral research: a critical review of the

	<p>literature and recommended remedies. <i>Journal of Applied Psychology</i>, 88 (5), 879-903.</p> <p>[28] Srite, M. and Karahanna, E. (2006). The role of espoused national cultural values in technology acceptance. <i>MIS Quarterly</i>, 30 (3), 679-704.</p> <p>[29] Sutton, R. I., & Staw, B. M. (1995). What theory is not. <i>Administrative Science Quarterly</i>, 40 (3), 371-384. (Lecture by Eldon)</p> <p>[30] *Venkatesh, V., Morris, M.G., Davis, G.B., and Davis, F.D. (2003). User Acceptance of information technology: Toward a unified view. <i>MIS Quarterly</i>, (27:3), 425-478.</p> <p>[31] *Wang, W. and Benbasat, I. (2008). Attributions of trust in decision support technologies: A study of recommendation agents for e-commerce. <i>Journal of Management Information Systems</i>, 24 (4), 249-273.</p> <p>[32] *Wixom, B.H. and Todd, P.A. (2005). A theoretical integration of user satisfaction and technology acceptance. <i>Information Systems Research</i>, 16 (1), 85-102.</p> <p>[33] Yen, H.J., Hu, P.J.H., Hsu, S.H.Y., and Li, E.Y. (2015). A Multilevel Approach to Examine Employees' Loyal Use of ERP Systems in Organizations. <i>Journal of Management Information Systems</i>, 32 (4), 144-178. (Lecture by Eldon)</p> <p>[34] Yen, H.J.R., Li, E.Y. and Niehoff, B. (2008.9). Do organizational citizenship behaviors lead to information system success? Testing the mediation effects of integration climate and project management. <i>Information & Management</i>, 45 (6), 394-402. (Lecture by Eldon)</p> <p>Supplementary article:</p> <p>[1] *Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. <i>British Journal of Management</i>, 14(3), 207-222.</p> <p>[2] Galvagno, M. & Dalli, D. (2014). Theory of value co-creation: A systematic literature review. <i>Managing Service Quality: An International Journal</i>, 24(6), 643-683. https://doi.org/10.1108/MSQ-09-2013-0187</p> <p>[3] Lim, S., Saldanha, T. J., Malladi, S., & Melville, N. P. (2013). Theories used in information systems research: Insights from complex network analysis. <i>JITTA: Journal of Information Technology Theory and Application</i>, 14(2), 5-46.</p> <p>[4] Marikyan, D., Papagiannidis, S., & Alamanos, E. (2019). A systematic review of the smart home literature: A user perspective. <i>Technological Forecasting and Social Change</i>, 138, 139-154.</p>
網址 Course website	<p>[1] http://eli.johogo.com/Class/CCU/</p> <p>[2] <i>Theories Used in IS Research Wiki</i>. Retrieved September 18, 2021, from http://is.theorizeit.org/</p> <p>[3] https://www.simplypsychology.org/</p>

教科書/參考書 Textbooks/Reference	<p>[1] Franklin, C.A., Klingenberg, B., & Agresti, A. (2018). <i>Statistics: The Art and Science of Learning from Data</i>. Harlow, Essex: Pearson. https://1lib.tw/book/3524805/fe160a?dsourse=recommend .</p> <p>[2] Hair Jr., J.F., Black, W.C., Babin, B.J., Anderson, R.E. (2019). <i>Multivariate Data Analysis</i>, 8th Ed. Boston, MA: Cengage Group. https://1lib.tw/book/5393975/e2f865 .</p> <p>[3] Hair Jr., J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2017). <i>A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)</i>. 2nd Edition, ISBN: 9781483377445, Los Angeles, CA: Sage publications. https://1lib.tw/book/3675124/deb725 .</p> <p>[4] Kline, R. B. (2015). <i>Principles and Practice of Structural Equation Modeling. 4th edition</i>, New York: Guilford Press. https://1lib.tw/book/2648263/8536fb?dsourse=recommend .</p> <p>[5] Raudenbush, S. W., & Bryk, A. S. (2002). <i>Hierarchical Linear Models: Applications and Data Analysis Methods. 2nd Ed.</i> Thousand Oaks, CA: Sage Publications. https://1lib.tw/book/5498784/45b825 .</p> <p>[6] Schumacker, R. E., & Lomax, R. G. (2004). <i>A Beginner's Guide to Structural Equation Modeling. 2nd Ed.</i> Mahwah, NJ: Lawrence Erlbaum Associates. https://1lib.tw/book/592202/8d5ea4 .</p>	
評量方式(請填百分比) Assessment	課堂參與 Participation	8%
	作業 Homework (8 Reading Summaries) 4%×8	32%
	報告 Oral Presentations (15%×2=30%):	30%
	其他 Research Report	30%
其他說明 Other description	<p>PEDAGOGY: The pedagogy of this course is a mix of lectures, seminars, and activities. The students will present reading reports orally in class. The instructor will lecture on research tools to prepare a proposal for a complete research project.</p> <p>COURSE PLANNING: During the semester, each student is required to make an oral presentation for one or two assigned reading papers selected from top academic journals: MISQ, ISR, JMIS, AMJ, AMR, DSS, MgtSci, I&M. During the presentation, you will present the sections of research purpose literature reviews and methodology; analyses and results conclusions and implications and limitations and criticisms. In each class session of 160 minutes, two presentations will be scheduled, and each lasts for 40-50 minutes, leaving 20-30 minutes for discussion.</p> <p>COURSE POLICIES: Although no attendance will be taken, meaningful class participation will be a factor in determining your grade. As in all classes, the more you put into a class, the more you get out of it. We encourage sharing your ideas during class discussions. You are responsible for all material presented in class, even if you are absent. If you miss a class, you must get notes from someone else in the class and designate someone to pick up any handouts for you. If you plan to attend class, you must be on time and remain for the entire lecture. Turn off any pagers or cellular phones. We are working hard in teaching this class and expect you to work hard. Attending class is one thing; what you do while you are there is another. Of course, we expect you to be attentive and not disruptive. Being disruptive includes reading newspapers or other books, talking to others working on other course assignments, etc.; if these things are more important than our discussion, you should</p>	

plan to do them somewhere else, not in class. Being attentive implies staying awake, taking notes, and participating in classroom discussions. If you are working on something else, you are not participating in this class.

Finally, according to school regulation, anyone who misses 6 class sessions will not receive any grade for the class, i.e., the grade score will be “0”.

GRADE COMPONENTS:

Oral Presentations (30%)

- Each student will make 2 oral presentations for the reading assignments. Each presentation will be judged by your peers on a scale of 1 to 10 (the best). The instructor will consider these peer scores for assigning the final score.
- During the presentation, you will have up to 50 minutes to present the paper to the class. No overtime is allowed during the presentation.
- The presentation counts 15% of your course grade. If you do not have the PowerPoint handouts of the paper ready by the time of your presentation, you will lose the entire grade.
- The key to a successful presentation is to present the materials without using any note cards. You should list all the agenda items (i.e., headings only) on the PPT slides. Then, handout only carefully selected material to the audience. Do not let the audience feel that you are not prepared or did not do your homework beforehand.
- You are required to read all the papers being presented in each class. The instructors might ask you to answer the questions regarding the issues in the papers during the presentation. The quality of your answer will be considered for the class participation grade.

Reading Summaries (32%):

You are required to read all papers for the presentation day before you come to class. Furthermore, you must read and summarize 8 papers and turn in by email a summary for each of them; these do not include the paper you will be presenting. Instead, please submit a reading summary of paper #17 (“[Co-Authorship Networks and Research Impact: A Social Capital Perspective](#)”) on the last day of class. If any paper you selected will be presented in class, you must email me the summary at the beginning of the class. Each summary counts 4% of your course grade and contains the answers to the following questions:

- (1) What is the research purpose?
- (2) What is the research method?
- (3) What are the research findings?
- (4) What are the implications for research/management?
- (5) What are the contributions of this paper?
- (6) What are the strengths and weaknesses of this paper?
- (7) How would you overcome the weaknesses of this paper?

Class Participation (8%):

You are expected to attend each class on time with the assigned readings prepared in advance and contribute to the class discussion either by starting the discussion or building on the contribution of others to move the discussion forward. The sharing of your experience and insights is a key part of the learning process. However, to build on the contribution of others requires you to listen and consider the timing of your participation.

The quality and frequency of your contribution will be taken into account in the grading scheme and will include the quality of your responses when cold-called. You will be evaluated after every class session using the following criteria. Please note that

contributions are NOT equivalent to only attending class or talking in class. The quality of what is said and your listening and responding to others are important criteria of my evaluation.

Excellent Participation (A): (1) regularly initiates class discussions; (2) contributes consistently to class discussions; (3) regularly gives an indication of substantial knowledge and insights; (4) frequently facilitates others in clarifying and developing their viewpoints; (5) regularly builds on the thinking of others and integrates that thinking into own contributions to produce a larger synergistic understanding of the issues being discussed.

Good Participation (B): (1) frequently initiates class discussions; (2) contributes consistently to class discussions; (3) regularly gives an indication of substantial knowledge and insights; (4) occasionally facilitates others in clarifying and developing their viewpoints.

Fair Participation (C): (1) occasionally initiates class discussions; (2) contributes occasionally to class discussions; (3) gives an indication of some knowledge and insights; (4) almost never responds constructively to the contribution of others.

Poor Participation (D): (1) never or almost never initiates class discussions; (2) never or almost never contributes to class discussions; (3) is late for, does not attend, or is not prepared for three or more classes; (4) actively inhibits or impedes the course of discussion; (5) exhibits defensive behavior such as aggression or withdrawal rather than being thoughtful and considerate of others' ideas.

Failing Participation (F): (1) never or almost never initiates class discussions; (2) never or almost never contributes to class discussions; (3) is late for, does not attend, or is not prepared for six or more classes; (4) actively inhibits or impedes the course of discussion; (5) exhibits defensive behavior such as aggression or withdrawal rather than being thoughtful and considerate of others' ideas.

Research Paper (30%):

You are required to submit a research paper from a systematic review of the literature relevant to your research interest. The due date is one week after the last day of class. The organization of your paper follows the common style of a journal paper. The grading of your paper is based on the following criteria.

- Readability
- Accuracy
- Comprehensiveness
- Clarity
- Methodology
- Analysis
- Conclusions
- Recommendations
- Theoretical contributions

For a sample article, please review:

- Lim, S., Saldanha, T. J., Malladi, S., & Melville, N. P. (2013). [Theories used in information systems research: Insights from complex network analysis](#). *JITTA: Journal of Information Technology Theory and Application*, 14(2), 5-46.

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	<p>retransmission of course materials.</p> <p>*請尊重智慧財產權，不得非法影印教師指定之教科書籍。</p>
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課程規劃表 Course Schedule

週次 week	日期 Date	內容 Description	教材章節 Textbook
1	9/14	Summer break	Summer break
2	9/21	Holiday - Mid Autumn Festival	No class
3	9/28	Introduction and discussion	Handout
4	10/5	Lecture: Knowing your contribution	Readings #29, #35
5	10/12	Lecture: Systematic literature review	Readings #35-#37
6	10/19	Lecture: OCB and ISS	Reading #34
7	10/26	Readings presentations 1-2 & discussion	Assigned readings
8	11/2	Readings presentations 3-4 & discussion	Assigned readings
9	*11/9	Midterm exam week	No class
10	11/16	Lecture: Collaboration network	Readings #17
11	11/23	Lecture: Multilevel modeling	Readings #33
12	11/30	Lecture: Wisdom of the crowd	Readings #18
13	#12/7	Library research	ICEB Nanjing, China
14	12/14	Readings presentations 5-6 & discussion	Assigned readings
15	12/21	Readings presentations 7-8 & discussion	Assigned readings
16	12/28	Research paper presentations 1-2 & discussion	Assigned research
17	1/4	Research paper presentations 3-4 & discussion	Assigned research
18	*1/11	Final exam week	No class
19	1/18	* * * Research paper due	***

* Midterm and final exam week; No class.

No class on this date due to ICEB 2021 conference attendance. Students not participating in the conference should conduct library research for their research papers.