

管院碩/博士班課程大綱

Master/Ph.D. Program Syllabus

2022.05.30 修訂

系所 Department	資管所 IM	選修 Elective	必修 Compulsory
課程名稱 Course title	111_2_5306222_01 服務與資訊管理 Service and Information Management (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	111-2 學期 Spring semester 2023	上課地點 Classroom	COM 608
講授教師 Instructor	Eldon Y. Li 李有仁	上課時間 Time	Tuesday 7:00 PM~10:00PM
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: 0973-819770 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	Master or Ph.D. 1 st year or higher standing and basic knowledge in business and MIS.		
課程目標 Course Objective	This course introduces the students to common theories used in the extant service and information management (SIM) related literature. The course will be conducted in English. All presentations, discussions, and research reports must be in English. At the end of the course, students will be able to: (1) Acquire a common understanding of the theories frequently used in SIM disciplines; (2) Communicate with peers with special terminologies and a common body of knowledge; (3) Read and criticize SIM-related journal articles; define research questions; formulate a theory or model; analyze data and explain research results; (4) Address research questions, identify theories, and construct models to apply the models to resolve the questions; (5) Acquire knowledge of the latest developments and trends in SIM; innovate and apply theoretical models in SIM; (6) Abide by 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 goal 目標 2：創造力與創新		次要學習目標 Minor learning goal 目標 1：知識整合	選擇一個項目。 選擇一個項目。

LG2:Creativity and Innovation		LG1:Knowledge Integration
教材 Teaching materials	READINGS: <i>Please find the theory articles to read.</i> 1. Action Identification Theory 1.1 Affentive Events Theory 2. Agency Theory 3. Attachment Theory 4. Attribution Theory 5. Balance Theory 6. Broaden-and-Build Theory 7. Cognitive Dissonance Theory 8. Commitment-Trust Theory 9. Consumer Learning Theory 10. Correspondent Inference Theory 11. Drive Theory 12. Dual Process Theories 13. Dynamic Systems Theory 14. Elaboration Likelihood Model 15. Equity Theory 16. Error Management Theory 17. Escape Theory 18. Excitation-Transfer Theory 19. Expectation-Confirmation Theory 20. Field Theory 21. Flow Theory 22. Habitual Domain Theory 23. Illusion of Control 24. Implicit Personality Theory 25. Impression Management Theory 26. Information Processing Theory 27. Information Systems Success Model 28. Innovation Diffusion Theory 29. Inoculation Theory 30. Interdependence Theory 31. Job-Technology Fit Theory 32. Job Performance Theory 33. Justice Theory 34. Kano’s Customer Delight Model 35. Knowledge Creation Model 36. Learning Theory 37. Logical Positivism	41. Network Externality Theory 42. Objectification Theory 43. Opponent Process Theory 44. Optimal Distinctiveness Theory 45. Organizational Ambidexterity Theory 46. Organizational Citizenship Behavior 46-1. Rational Choice Theory 46-2. Regulatory Focus Theory 47. Resource Dependency Theory 48. Resource-Based Theory 48-1. Risk Perception Theory 49. Role Theory 50. Self-Affirmation Theory 51. Self-Determination Theory 52. Service Blueprint 53. Service Dominant Logic 54. Service Quality Model 55. Servicescape Model 55-1. Signaling Theory 56. Situational Strength Theory 57. Social Capital Theory 58. Social Cognitive Theory 59. Social Exchange Theory 60. Social Identity Theory 61. Social Information Processing Theory 62. Social Learning Theory 63. Social Presence Theory 64. Socialization Theory 65. Socio-Cultural Theory 66. Stimulus-Organism-Response Theory 67. Structural Holes Theory 68. Structuration Theory 69. Symbolic Interactionism Theory 70. Task-Technology Fit Model 71. Technology Acceptance Model 72. Theory of Diffusion of Innovation 73. Theory of Network Externalities 74. Theory of Planned Behavior 75. Theory of Mind 76. Theory of Reasoned Action

	38. Media Synchronicity Theory 39. Media Richness Theory 40. Narcissistic Reactance Theory	77. Transaction Cost Theory 78. Transactive Memory System 79. Trust Theory 80. Trust Transfer Theory Others (see websites)
輔助教材 Supplementary materials:	[1] 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 [2] Gregor, S. (2002). Design theory in information systems. <i>Australasian Journal of Information Systems</i> , 10(1), 14-22. [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), Article 2, 5-46. [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. [5] Ter Huurne, M., Ronteltap, A., Corten, R., & Buskens, V. (2017). Antecedents of trust in the sharing economy: A systematic review. <i>Journal of Consumer Behaviour</i> , 16(6), 485-498. Gregor, S. (2006). The nature of theory in information systems. <i>MIS Quarterly</i> , 30(3), 611-642. [6] 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. [7] Wu, C., Huang, S., & Yuan, Q. (2022). Seven important theories in information system empirical research: A systematic review and future directions. <i>Data and Information Management</i> , 6(1), 100006.	
網址 Course website	[1] http://eli.johogo.com/Class/CCU/ [2] <i>Theories Used in IS Research Wiki</i> . Retrieved September 18, 2021, from http://is.theorizeit.org/ [3] https://www.simplypsychology.org/ [4] http://psychology.iresearchnet.com/social-psychology/social-psychology-theories/ [5] https://www.researchrabbit.ai/ [6] https://www.connectedpapers.com [7] https://www.paperdigest.org/review/	
教科書/參考書 Textbooks/Reference	[1] Yen, H.J.R. (Eds.) (2009). <i>Lecture Notes on Service Science with 10 Cases</i> (in Chinese), Bestwise Publishing, Taipei, Taiwan. https://www.bestwise.com.tw/book/book.aspx?ib=5080 [2] Bordoloi, S., Fitzsimmons, J., & Fitzsimmons, M. (2011). <i>Service Management: Operations, Strategy, Information Technology</i> , 7 th ed. New York: McGraw-Hill Education. 10 th edition (2023)	

	[3] Hurwitz, J. S., Bloor, R., Kaufman, M., & Halper, F. (2009). Service Management for Dummies. John Wiley & Sons.	
評量方式(請填百分比) Assessment	課堂參與 Participation	10%
	作業 Homework (10 theory reports = 45%)	45%
	報告 Oral Presentations (10 report presentations = 45%):	45%
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 8 assigned theories selected from top academic journals: MISQ, ISR, JMIS, AMJ, AMR, DSS, MgtSci, I&M, JSR, JM, JMR, JAMS, JCR, etc. In each class session of 160 minutes, 4 presentations will be scheduled, and each lasts for 30 minutes, leaving 10 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 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. <u>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".</u></p> <p>GRADE COMPONENTS: I. Oral Presentations (45%; @4.5%)</p> <ul style="list-style-type: none"> Each student will make 10 oral presentations for the reading assignments. Each presentation will be judged on a scale of 1 to 10 (the best). The instructor will consider these peer scores for assigning the final score. You will have up to 30 minutes to present the paper to the class during the presentation. No overtime is allowed during the presentation. The presentation counts 4.5% 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 of 4.5%. 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, hand out 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.

II. Theory Reports (45%; @4.5%):

You are required to read and introduce 10 theories and their related papers. Whenever you present a theory in class, you must email me its report, PPT, and related papers at the beginning of the class. Each report counts **4.5%** of your course grade and contains the answers to the following questions

- (1) Review 6 or more important citing research in the connected papers diagram.
- (2) Identify the important sources inspiring (cited by) your theory-building research.
- (3) Suggest and justify one potential application of the theory.

2.1 Section Format:

1. Source of the theory:

- (1) Name of the theory
- (2) Inventor(s)
- (3) Year invented
- (4) Full citation

2. Definition of the theory:

- (1) Definitions or descriptions (in quotes and with sources)
- (2) Key variables?
- (3) Propositions or hypotheses
- (4) Schematic model diagram

3. Applications of the theory: (Use ConnectedPapers.com to identify three most cited papers and create a table for these papers.)

- (1) Citation network diagram
- (2) Important applications (three only)
- (3) Research models
- (4) Research purposes
- (5) Research methods
- (6) Theory's operationalizations
- (7) Research findings
- (8) Managerial implications
- (9) Theoretical contributions

2.2 Required Qualities

The grading of your paper is based on the following criteria.

- Readability
- Accuracy
- Comprehensiveness
- Clarity
- 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), Article 2, 5-46.

Class Participation (10%):

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. Sharing 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 considered 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.

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*請尊重智慧財產權，不得非法影印教師指定之教科書籍。

課程規劃表 Course Schedule

週次 week	日期 Date	內容 Description	教材章節 Textbook
1	2/14	Introduction and theory assignments	Handout
2	2/21	Lecture: Systematic literature review	Handout
3	2/28	Holiday	No class
4	3/7	Lecture: OCB and ISS	Handout
5	3/14	Lecture: Collaboration network	Handout
6	3/21	Lecture: Trust theory	Handout
7	3/28	Theory presentations 1-4 & discussion	Assigned theories
8	4/4	Holiday	No class
9	4/11	Theory presentations 5-8 & discussion	Assigned theories
10	4/18	Theory presentations 9-12 & discussion	Assigned theories
11	4/25	Theory presentations 13-16 & discussion	Assigned theories
12	5/2	Theory presentations 17-20 & discussion	Assigned theories
13	5/9	Theory presentations 21-24 & discussion	Assigned theories
14	5/16	Theory presentations 25-28 & discussion	Assigned theories
15	5/23	Theory presentations 29-32 & discussion	Assigned theories
16	5/30	Theory presentations 33-36 & discussion	Assigned theories
17	6/6	Theory presentations 37-40 & discussion	Assigned theories
18	6/13	*Final exam week	No class
	1/10	*** Submit reports with PPT files and collected papers	* * * Final report due

* Midterm and final exam week; No class.