

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Information Systems  
with effect from Semester A 2024/25**

**Part I Course Overview**

|  |   |
|--|---|
| <b>Course Title:</b>   | Information Systems Research Seminars I |
| <b>Course Code:</b>  | IS8003                                  |
| <b>Course Duration:</b>                                      | Two Semesters                           |
| <b>Credit Units:</b>   | 1                                       |
| <b>Level:</b>  | R8                                      |
| <b>Medium of Instruction:</b>                                | English                                 |
| <b>Medium of Assessment:</b>                                 | English                                 |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | Nil                                     |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | Nil                                     |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | Nil                                     |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | Nil                                     |

## Part II Course Details

### 1. Abstract

This course aims to expose students to the latest information systems research areas and methodologies through talks from a mix of researchers and faculty members from leading universities/research institutions.

### 2. Course Intended Learning Outcomes (CILOs)

| No. | CILOs   | Weighting<br>(if applicable) | Discovery-enriched curriculum related learning outcomes |    |    |
|-----|---|------------------------------|---|----|----|
|     |   |                              | A1  | A2 | A3 |
| 1.  | Examine the development and practice of the contemporary IS research areas  | 30%                          |   |    |    |
| 2.  | Critically evaluate current IS research areas   | 30%                          |   |    |    |
| 3.  | Analyse and criticise IS research in a scholastic manner  | 20%                          |   |    | ✓  |
| 4.  | Position IS research within a broader IS/Business context, i.e. in terms of implementability, relevance and usefulness of research outcomes | 20%                          | ✓   | ✓  | ✓  |
|     |   | 100%                         |   |    |    |

A1: *Attitude*

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: *Ability*

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.*

A3: *Accomplishments*

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Learning and Teaching Activities (LTAs)

| LTA                                  | Brief Description   | CILO No. |   |   |   | Hours/week (if applicable) |
|--------------------------------------|---|----------|---|---|---|----------------------------|
|                                      |   | 1        | 2 | 3 | 4 |                            |
| LTA1:<br>Seminars                    | Seminars are designed to contain a mix of “lecture” and “discussion”. Students are required to actively participate in question and answer sessions during or at the end of each seminar. | ✓        | ✓ | ✓ | ✓ |                            |
| LTA2:<br>Online/Offline Discussions: | Students are required to participate in the question and answer sessions during or at the end of the class.   | ✓        | ✓ | ✓ | ✓ |                            |

#### 4. Assessment Tasks/Activities (ATs)

| Assessment Tasks/Activities   | CILO No. |   |   |   | Weighting | Remarks |
|---|----------|---|---|---|-----------|---------|
|   | 1        | 2 | 3 | 4 |           |         |
| Continuous Assessment: 100%   |          |   |   |   |           |         |
| <b><u>AT1. Seminar Discussion Participation</u></b><br>Each seminar consists of lecture and discussions. Assessment will focus on the participant's ability to provide organized and original contributions that reflect critical analysis and synthesis of the material presented. | ✓        | ✓ | ✓ | ✓ | 20%       |         |
| <b><u>AT2. Literature Review</u></b><br>Each student is required to conduct written review in the chosen areas. In particular, each student will be required to submit for assessment a detailed written analysis and critique of three out of the series of seminars.              | ✓        | ✓ | ✓ | ✓ | 80%       |         |
|   |          |   |   |   | 100%      |         |

## 5. Assessment Rubrics

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

| Assessment Task               | Criterion  | Excellent<br>(A+, A, A-) | Good<br>(B+, B, B-) | Fair<br>(C+, C, C-) | Marginal<br>(D) | Failure<br>(F)                    |
|-------------------------------|--|--------------------------|---------------------|---------------------|-----------------|-----------------------------------|
| AT1.<br>Seminar Participation | Ability to examine the development and practice of the contemporary IS research areas  | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
|                               | Ability to critically evaluate current IS research areas   | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
|                               | Capability to analyse and criticise IS research in a scholastic manner   | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
|                               | Ability to position IS research within a broader IS/Business context, i.e. in terms of implementability, relevance and usefulness of research outcomes | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
| AT2.<br>Written Review        | Ability to examine the development and practice of the contemporary IS research areas  | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
|                               | Ability to critically evaluate current IS research areas   | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
|                               | Capability to analyse and criticise IS research in a scholastic manner   | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |
|                               | Ability to position IS research within a broader IS/Business context, i.e. in terms of implementability, relevance and usefulness of research outcomes | High                     | Significant         | Moderate            | Basic           | Not even reaching marginal levels |

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

| Assessment Task               | Criterion  | Excellent<br>(A+, A, A-) | Good<br>(B+, B) | Marginal<br>(B-, C+, C) | Failure<br>(F)                    |
|-------------------------------|--|--------------------------|-----------------|-------------------------|-----------------------------------|
| AT1.<br>Seminar Participation | Ability to examine the development and practice of the contemporary IS research areas  | High                     | Significant     | Moderate                | Not even reaching marginal levels |
|                               | Ability to critically evaluate current IS research areas   | High                     | Significant     | Moderate                | Not even reaching marginal levels |
|                               | Capability to analyse and criticise IS research in a scholastic manner   | High                     | Significant     | Moderate                | Not even reaching marginal levels |
|                               | Ability to position IS research within a broader IS/Business context, i.e. in terms of implementability, relevance and usefulness of research outcomes | High                     | Significant     | Moderate                | Not even reaching marginal levels |
| AT2.<br>Written Review        | Ability to examine the development and practice of the contemporary IS research areas  | High                     | Significant     | Moderate                | Not even reaching marginal levels |
|                               | Ability to critically evaluate current IS research areas   | High                     | Significant     | Moderate                | Not even reaching marginal levels |
|                               | Capability to analyse and criticise IS research in a scholastic manner   | High                     | Significant     | Moderate                | Not even reaching marginal levels |
|                               | Ability to position IS research within a broader IS/Business context, i.e. in terms of implementability, relevance and usefulness of research outcomes | High                     | Significant     | Moderate                | Not even reaching marginal levels |

## Part III Other Information

### 1. Keyword Syllabus

There is no fixed syllabus. Students will be given the reading material for each seminar in advance and they are expected to participate actively in discussion during each seminar. Each seminar will be related to a contemporary research topic and given by an experienced researcher. Both IS management and IS technology oriented topics will be covered.

### 2. Reading List

#### 2.1 Compulsory Readings

|    |     |
|----|-----|
| 1. | Nil |
|----|-----|

#### 2.2 Additional Readings

|     |   |
|-----|---|
| 1.  | Adams, D.A., Lacity, M.C. and Mullins, J.R., Telecommunications Research in Information Systems: An Investigation of the Literature, <u>Data Ease</u> , Vol.22, No.3 (Summer 1991), pp.35-40.     |
| 2.  | Baroudi, J.J. and Orlikowski, W.J., The Problem of Statistical Power in MIS Research, <u>MIS Quarterly</u> , Vol.13, No.1 (March 1989), pp.87-106.  |
| 3.  | Benbasat, I., Goldstein, D. and Mead, M., The Case Research Strategy in Studies of Information Systems, <u>MIS Quarterly</u> , Vol.11, No.3 (September 1987), pp.369-386.                         |
| 4.  | Benbasat, I. and Nault, B.R., An Evaluation of Empirical Research in Managerial Support Systems, <u>Decision Support Systems</u> , Vol.6 (1990), pp.203-226.                                      |
| 5.  | Galliers, R.D. and Land, F.F., Choosing Appropriate Information Systems Research Methodologies, <u>Communications of ACM</u> , Vol.30, No.11 (November 1987), pp.900-902.                         |
| 6.  | Jarvenpaa, S.L., Dickson, G.W. and DeSanctis, G., Methodological Issues in Experimental IS Research: Experiences and Recommendations, <u>MIS Quarterly</u> , Vol.9, No.2 (June 1985), pp.141-156. |
| 7.  | Kaplan, B. and Duchon, D., Combining Qualitative and Quantitative Methods in Information Systems Research: A Case Study, <u>MIS Quarterly</u> , Vol.12, No.4 (December 1988), pp.571-586.         |
| 8.  | Mason, R.O., McKenney, J.L. and Copeland, D.G., Developing an Historical Tradition in MIS Research, <u>MIS Quarterly</u> , Vol.21, No.3 (Sept. 1997), pp.257-278.                                 |
| 9.  | Mason, R.O., McKenney, J.L. and Copeland, D.G., An Historical Method for MIS Research: Steps and assumptions, <u>MIS Quarterly</u> , Vol.21, No.3 (Sept. 1997), pp.307-320.                       |
| 10. | Nunamaker, J.F., Chan, M. and Purdin, T.D.M., Systems Development in Information Systems Research, <u>Journal of MIS</u> , Vol.7, No.3 (Winter 1990/91), pp.89-106.                               |
| 11. | Straub, D.W., Validating Instruments in MIS Research, <u>MIS Quarterly</u> , Vol.13, No.2 (June 1989), pp.147-169.  |
| 12. | Walsham, G., The Emergence of Interpretivism in IS Research, <u>Information Systems Research</u> , Vol.6 No.4 (Dec. 1995), pp.376-394.  |

#### 2.3 Reading for Each Seminar:

Reading material will be provided in the course according to the seminar topics chosen.