COMPLETE SYLLABUS WITHOUT PHOTOS, SPRING 2009

"The strongest memory is weaker than the palest ink." (Chinese Proverb) Spend some time and read these documents.

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

Near UGA's Ecolodge in the Cloud Forest
On a Wire Bridge over Rio San Luis, San Luis, Costa Rica, July 2006

Syllabus Table of Contents

(Do not use these Links in WebCT. They are valid for www.terry.uga.edu/~jaronson/mist4600/)
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The Barnes and Kolling book seems to have two companion Web sites: **The Barnes and Kolling "Objects First" Textbook Web Site 1** (www.pearsoned.co.uk/barnes/) and **The Barnes and Kolling "Objects First" Textbook Web Site 2** (www.bluej.org/objects-first/)	**The Barnes and Kolling "Objects First" Textbook Web Sites**

The Gaddis and Muganda "Starting Out" Textbook Web Site (www.aw.com/cssupport/)	**The Gaddis and Muganda "Starting Out" Textbook Web Site**
The BlueJ Web Site (www.bluej.org)	**The BlueJ Web Site**

Note: All filenames are *case* sensitive.

Course Materials are *only* available in WebCT in the Course Materials Section.

<<IMAGE>>

Rodin's Home in Paris, France, October 5, 2004

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

Monteverde Reserva Biologica, Monteverde, Costa Rica (near UGA's Ecolodge), July 23, 2006

Course Schedule

This Course Schedule is very tentative. Topics, assignments (details in the assignment document), and due dates are ***subject to change***.
This schedule is a general plan for the course, not a contract. Unexpected (and expected) changes will occur. Our actual schedule is impacted by many factors including needs to cover material at different rates and different depths, etc. View this schedule as a hopeful plan.

This is a 3 credit hour course that meets twice per week for an entire semester.
Tentative class sessions are listed below.
Holidays and **Breaks** appear just after the preceding class day.
Programming Assignment due times and dates are in their descriptions in WebCT.
Reminders will be announced in class, emailed, and set up as Course Announcements.

Spring 2008

M T W R F S = Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Text References:
- GM = Gaddis and Muganda text; GM03 means Chapter 3 in the Gaddis and Muganda text;
- R = Robertson text; R12 means Chapter 12 in the Robertson text.

Day (Spring)	**Topic, Activities, Text Sections Readings**	**Nonprogramming Item Due**
Part 1	**Part 1: Part 1: Part 1: Part 1: Part 1: Part 1: Part 1:**	**Part 1: Part 1: Part 1:**
01 R 1/08	**Introduction** Introductions Course Overview In Class Day 1 Activities BlueJ Demo	[**Read** ALL of the Syllabus, Policies, etc.] **Personal Information Form** Get 2-4 Course Buddies **Course Buddy List**
02 T	**What is Programming? What is Problem Solving?**	

1/13	**What is Program Design?** R01 Program design GM01 Introduction to computers and Java Steps in solving a problem/implementing a solution and an overview of programming design Excel to map out a problem A little about the IPO (Input/Processing/Output) Diagram / Table (in R03) Protyping programs on paper and in Excel	
03 R 1/15	**Some Programming Fundamentals** R02 Pseudocode The structure theorem R03 Developing an Algorithm GM02 Java fundamentals Getting Started in the BlueJ Integrated Development Environment (IDE); programming templates	
M 1/19	**MLK Holiday - Not a day off for this course**	
04 T 1/20	**Programming** More of the same Complete thru R03, GM02 with more on BlueJ and how to use the Templates	
05 R 1/22	**Selection (if) 1** Comparisons: if, logical operations, nested ifs R04 Selection Control Structures GM03 Decision Structures	
06 T 1/27	**Selection (if) 2** More of the same.	
07 R 1/29	**Exam 1**	**Exam 1**
Part 1 Sum'ry	**Part 1 Summary:** At this point, we have covered and (ideally) mastered: How to use a computer to solve problems Algorithm design including the coding process, IPOs, prototyping, pseudocode, (Java) implementation considerations Recognition that coding (programming) is relatively machine and language independent The structure theorem and its importance How to 'papersolve' a problem Prototyping (in Excel and even in Java) Practical Java programming basics How to use BlueJ and get a non BlueJ program into BlueJ	**Part 1 Summary**

	Variable scope, creation and assignment Selection (if)	
Part 2	**Part 2: Part 2: Part 2: Part 2: Part 2: Part 2: Part 2:**	**Part 2: Part 2: Part 2:**
08 T 2/3	**More on Selection (if) 3** **Debugging** **Loops/Repetition 1 (do, while, for, nesting)** (No arrays yet - let's master loops) R05 Repetition control structures GM04 Loops and files (and **Arrays:** we will introduce some material on arrays from GM08 Arrays and the ArrayList Class R07 Array Processing)	**Executive Summary Topic**
09 R 2/5	**Loops/Repetition 2** R06 Algorithms using sequence selection and repetition	
10 T 2/10	**Loops/Repetition/Files/Algorithms 3**	
11 R 2/12	**Loops/Repetition/Files/Algorithms 4**	
12 T 2/17	**Methods and Modularization** R08 First steps in modularisation GM05 Methods (Java methods) [The start of Object-Think]	
13 R 2/19	**Methods and Modularization 2: Object-oriented design** R10 Communication between modules, cohesion and coupling R11 An introduction to object-oriented design GM06: A first look at (Java) Classes	
14 T 2/24	**Classes and Objects,** **Methods and Modularization 3** GM06: A first look at (Java) Classes	
M 2/25	**Actual Midpoint**	
15 R 2/26	**Exam 2**	**Exam 2**
Part 2 Sum'ry	**Part 2 Summary:** At this point, we have covered and (ideally) mastered: Loops and arrays in Java More on selection (if) The basics of the object-oriented framework and design The basics of some important advanced Java programming features (classes, objects, modularization, interaction, true object-oriented design)	**Part 2 Summary**
Part 3	**Part 3: Part 3: Part 3: Part 3: Part 3: Part 3: Part 3:**	**Part 3: Part 3: Part 3:**

16 T 3/3	**Review of Classes: Methods and Modularization** **Java Collections 1** GM08 Arrays and ArrayLists These two Robertson Chapters apply through the rest of Part 3 R12 Object-oriented design for more than one class R13 Object-oriented design for multiple classes	
	Midpoint Withdraw Date	
17 R 3/5	**Classes 1** GM09 A second look at Classes and objects	
M-F 3/9- 3/113	**Spring Break**	
18 T 3/17	**Classes 2**	
19 R 3/19	**Classes 3 and the Wrapper Class** GM10 Text processing and more about wrapper classes	
20 T 3/24	**Inheritance 1** GM11 Inheritance	
21 R 3/26	**Inheritance 2**	
22 T 3/31	**Inheritance, Classes and Review**	
23 R 4/2	**Exam 3**	**Exam 3**
Part 3 Sum-ry	**Part 3 Summary:** At this point, we have covered and (ideally) mastered:	**Part 3 Summary**
Part 4	**Part 4: Part 4: Part 4: Part 4: Part 4: Part 4: Part 4:**	**Part 4: Part 4: Part 4:**
24 T 4/7	**Exceptions and Error Handling** GM12 Exceptions and more about stream I/O	
25 R 4/9	**Exceptions and Error Handling 2**	Nothing Due Today
26 T 4/14	**Exceptions and Error Handling 3** including File Input/Output (Handouts)	
27 R 4/16	**Exceptions and Error Handling 4**	Nothing Due Today
28 T 4/21	**Databases - JDBC 1** (JDBC/ODBC/Microsoft Access/SQL) Handouts Programming control of databases	

	(query, delete, update, append records)	
29 R 4/23	**Databases - JDBC 2** Continued	
30 T 4/28	**Last Class Day:** **Advanced Material, Catch up and Review**	**Last Class Day** **Executive Summary** **Paper**
R 4/30	**No Class - Monday Schedule**	
R 5/7 **T 5/5**	**We may schedule a common exam. Right now:** **12:00-3:00 p.m. Final Exam in 305** (2:00 p.m. Section) **3:30-6:30 p.m. Final Exam in 306** (3:30 p.m. Section)	**Final Exams (4)**
Part 4 Sum'ry	**Part 4 Summary:** At this point, we have covered and (ideally) mastered: Everything! Newer Material Includes: Arrays, arraylists and some other important *collections* in Java Advanced concepts of object-oriented design Advanced Java programming features and capabilities (in classes, objects, modularization, interaction, i.e., advanced object-oriented design) How to really use advanced object-oriented features in Java to solve a problem (including modularization, methods, classes) and to avoid duplication in coding - specifically inheritance and how it is used in object-oriented modular design and implementation. How to really use file input and output. How to use the debugger and test a method/program How to handle errors and avoid program 'crashes' in Java How to manage data in Java	**Part 4 Summary**
	Advanced Topics (not in above) **Graphical User Interfaces (GUI)** GM07 A first look at GUI applications (we will use some of this) GM16 Sorting, searching, and algorithm analysis (we may use some of this) RAppendix2: Special algorithms (sorting algorithms, dynamic data structures) (we may use some of this) GM18 Collections (Lists, Sets, Maps, Collections)	

	(we may use some of this) GM19 Array-based lists (we may use some of this) GM20 Linked Lists GM21 Stacks and Queues GM13 Advanced GUI applications GM14 Applets and more GM15 Recursion GM17 Generics GM22 Binary Trees, AVL Trees, and Priority Queues	

Relevant University Semester Schedule

Day/Date	**Item**
R 1/7	Classes Begin (First Class)
T 1/13	Drop Ends
W 1/14	Add Ends
M 1/19	Holiday MLK Day
T 3/3	Actual Midpoint
M-F 3/9-13	Spring Break
T 3/24	Withdraw Date
T 4/28	Last Class
R 4/30	No Class. Follow a Monday Schedule
F 5/1	Reading Day (Finals M-F, 5/4-8)
R 5/7 12:00-3:00 p.m. **T 5/5 3:30-6:30 p.m.**	**Final Exam (Class 1 [96-921] Caldwell Room 305 at 12:30 p.m.)** **Final Exam (Class 2 [86-926] Caldwell Room 306 at 2:00 p.m.)**
Sat 5/9	Commencement
M 5/11, 7:00 p.m.	Grades Due

Notes:

There are four exams: Exams (a full class period), Final Exam (3 hours).

There are no individual Makeup Exams. If you have a valid excuse for missing one, and you do not miss more than one, you will be eligible to take the single Makeup Exam to be scheduled after the final exam (possibly right after).

Part of the schedule involves synthesizing the topics from the textbooks and several handouts. There is not an exact one-to-one match up among the books, so we may have some backtracking. We strive for doability and mastering the material. Thank you in advance.

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

(December 2004 at Ernest Hemmingway's Home, Key West, FL)

Class Times, Location(s), and Office Hours

Class Times/Location (Two Sections):

Spring: Section 1 (96-921): Tuesdays/Thursdays, 12:30 - 1:45 p.m., in Caldwell Hall 305; and
Section 2 (86-926): Tuesdays/Thursdays, 2:00 - 3:15 p.m., in Caldwell Hall 306.
We will attempt to schedule an extra 90 minutes as an open Q&A / Help Session, probably Wednesdays 3:30 p.m. - 5:00 p.m.

Office Hours **(in 307 Brooks):**

Spring: Tuesdays/Thursdays: 3:30 p.m. - 5:00 p.m.; and Wednesdays: To be announced; or by appointment.
Notes: I am never available on Mondays from 12:00 noon - 2:00 p.m. Until March 3, I am never available Tuesday/Thursday mornings before 11 (I have another class).

MIST 4600: Computer Programming in Business
JE Aronson

Instructor Contact Information

<<IMAGE>>

At UGA's Ecolodge in the Cloud Forest, on a Wire Bridge over Rio San Luis,
San Luis, Costa Rica, July 2006

Contact Information: Dr. Jay E. Aronson, Professor of Management Information Systems

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Terry College of Business
The University of Georgia
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Athens, GA 30602-6273 U.S.A.
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Fax: + 706.583.0037
URL: www.terry.uga.edu/~jaronson/
URL2: www.jayaronson.com

Office: Brooks Hall 307 (the third floor at the south end of the building facing Sanford Hall). My office is along the way to the Department of Management Information Systems Office. My *mailbox* is located in the Department of Management Information Systems Office, located down the corridor directly across from my office, then to the left. Mailboxes are inside the second office on the right.

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MIS Department Email: mis@uga.edu

Brief Bio:

Jay E. Aronson (B.S., M.S., M.S., Ph.D., Carnegie Mellon University, Pittsburgh, PA, U.S.A.) is a professor of Management Information Systems in the Terry College of Business at The University of Georgia. Prior to this he was on the faculty at Southern Methodist University (Dallas, TX, U.S.A). At UGA, he teaches a variety of courses that

include MIST 2090 (Introduction to Management Information Systems), MIST 4600 (Introduction to Computer Programming in Business), MIST 5620 (Building Effective Business Intelligence Systems), MIST 5630 (Building Effective Intelligent Systems), and graduate courses such as MIST 7810 (Advanced Software Development) specifically for MACC students, Business Intelligence, Knowledge Management, and Revenue Management. He regularly teaches in the undergraduate American Business Studies Program at the Institut d'Administration des Enterprises at Université Jean Moulin Lyon 3 (Lyon, France). He has taught in the M.B.A and Executive M.B.A. Program at the Rotterdam School of Management at Erasmus University [Universiteit] (Rotterdam, The Netherlands). He taught Revenue Management in the 2007 International Summer School at the Universidad de los Andes School of Management (UASM) in Bogotá, Colombia. Dr. Aronson is the author of over 50-refereed papers that have appeared in leading journals including *Management Science*, *Information Systems Research*, *MIS Quarterly*, and *Decision Sciences*. He is the author of four books (including *Business Intelligence*, *Decision Support Systems and Intelligent Systems*, also translated into Chinese and Indonesian), and contributes to several professional encyclopedias. He is frequently invited to present his research at national and international conferences. He is also a consultant to major international corporations and organizations that include Xerox Corporation, Procter & Gamble, IMERYS, The United Nations, The Asian Development Bank, and others. Dr. Aronson's current areas of research include knowledge management (including storytelling as a means to capture and distribute tacit [experiential] knowledge), revenue management, collaborative computing, network optimization, and parallel computing.

Jay lives in Athens, Georgia, is married to Sharon Aronson; they have three children: Marla, Michael and Stephanie. By August 2008, Marla had earned her B.S. in Management from Georgia Tech and is an accountant at Oxford Industries in Atlanta; Michael had completed his third year in Chemical Engineering at Georgia Tech and continues to coop at Halocarbon Corp.; and Stephanie started college at UGA. From June 2003 through January 2004, Jay dropped 80 pounds (36.4 kg.) in weight. Since then, Jay has maintained a net loss of between 70 pounds (32 kg.) and 80 pounds. This was done through a lifestyle change that includes daily exercise and intelligent eating. (Essentially: "if you don't make time for health, you will have to make time for illness." [Marilu Henner, January 2005]). In early 2005, he discovered Carl Honore's book *In Praise of Slowness*. Have a look! Hobbies include learning languages (currently Dutch, French and Spanish), improvisational comedy (professionally), sketch comedy, storytelling, bicycling, exercise, music, magic, reading, travel, and photography.

MIST 4600: Computer Programming in Business
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<<IMAGE>>

Parc de la Tete d'Or, Lyon, France, February 5, 2005

Texts and Materials

Texts and Materials (Both Books are Required)
(ALWAYS MAKE *VERY* SURE YOU HAVE THE CORRECT EDITION OF EACH TEXTBOOK!!!)

1. Robertson, Lesley Anne, *Simple Program Design: A Step-by-Step Approach*, 5th edition, Thomson Course Technology, Boston, MA), 2007 (ISBN: 10 1 42 390132 0; and 13 978 1 42 390132 7). There may be a book's Web site at www.course.com . There is no CD in the textbook. **THIS BOOK IS REQUIRED.**

Why I chose this textbook: This particular book covers programming in a language-free environment. It is important to understand how computers 'work' before you can really program them.

2. Gaddis, Tony and Godfrey Muganda, *Starting Out with Java: From Control Structures through Data Structures*, First Edition, Pearson Addison Wesley, Boston, MA, 2007 (ISBN: 0-321-42102-7). Appendices and Cases, etc. are on the book's enclosed CD. The book's companion Web site can be reached from www.aw.com/cssupport/ . **THIS BOOK IS REQUIRED.**

Why I chose this textbook: After using Barnes and Kolling for the first time, I needed to find a text that was usable. This is the best book I have found out of some 40 or so books and online tutorials/books that I reviewed. This book covers Java independent of IDEs (Integrated Development Environments), so we will use BlueJ templates (that I developed) into which to put its codes (from the enclosed CD) directly into the BlueJ IDE.

3. **Index Cards:** *Bring* a few **3 x 5"** index cards (no other size - borrow one if you have to) to every class. These serve multiple purposes. I use these to conduct surveys about class activities, the class itself, etc., and to start class discussions (minute term papers, minute quizzes). Writing down your comments really helps a lot. I use these during case discussions. I may collect several from you, indicating your level of class participation.

4. **Jump (Flash, USB) Drive:** *You MUST own one of these and bring it to class every day.* Even though you can back your work up to your U: drive in the lab classroom, you really need to have portability in your backup capability. Do not rely on the hard disk on the systems in the labs

(once you log out, they are wiped clean). You are ultimately responsible for your own lost files. [I am stating this two more times because it is so important!] **You are ultimately responsible for your own lost files.** ***You are ultimately responsible for your own lost files.***

5. The **BlueJ IDE (and the appropriate version of the Java Development Toolkit):** (because you own your own PC) (documentation is on the Web site) from www.bluej.org.

6. **My Java Documentation:** I will be writing documentation and posting it to WebCT on an as needed basis.

NonText(s):

7. Barnes, David J. and Michael Kolling, *Objects First with Java: A Practical Introduction Using BlueJ*, Third Edition, Pearson Prentice Hall, Upper Saddle River, NJ (Pearson Education Limited, Harlow, Essex, England), 2006 (ISBN: 13: 978-0-13-197629-0 and 10: 0-13-197629-X). The book's CD contains a set of software useful and necessary to implement Java code. The book seems to have two companion Web sites: www.pearsoned.co.uk/barnes/ and www.bluej.org/objects-first/ . The BlueJ site is www.bluej.org .

*Why I did **NOT** choose this textbook:* This particular book is currently used by other instructors at UGA. I had used this well-known book until the Spring 2007 semester and found that even though it is reputed to be the best BlueJ/Java book out there, most of it (basically Chapters 3 until the end) is incomprehensible to people learning how to program for the first time. If you feel you are missing something, feel free to pick this up, but most people can't understand anything in it until they complete a course like MIST 4600.

MIST 4600: Computer Programming in Business
JE Aronson
<<IMAGE>>

(September 2007 in Athens, GA)

Course Description

This course is an introduction to computer programming. The course covers fundamentals of computer program development and object-oriented program development using top-down design; structured programming and debugging, testing and implementation; and elementary data structures. The Java programming language is used as the software tool for you to learn about the fundamentals of programming for business applications. The course also covers some basic concepts of problem solving. You must understand a problem and work out a solution approach before applying any tool (computer or otherwise) to it.

Java is an object-oriented programming system. Java requires the program developer to *object-think*. We will work our way from programming fundamentals toward object-think.

Programming courses typically take a lot of time, involve a certain amount of frustration, but you will have a strong sense of accomplishment when your programs work as designed. Programming understanding and skills are also a key building block in the MIS major as you work toward an ability to understand business requirements, design information systems to meet those requirements and implement those systems. The course will probably be a lot of work, but should be fun as well.

Do not fall behind. If you don't do any outside work in this class for the first couple of weeks, it is nearly impossible to catch up. As a matter of fact, if you don't do any outside work for any couple of weeks, it may be impossible to catch up. As another word of caution: students who have failed to keep up in the first couple of weeks often say that they didn't do this, as they start the course for the second time.

Prerequisites:

The only formal course prerequisite is

MIST 2090: Introduction to Information Systems in Business (or equivalent)
This means that you have completed credit for both aspects of the course (if you did not take the course at UGA): computer literacy and Microsoft Office packages.

We also assume that you are *computer literate* for a business major. This means you know computer history, computer technology, and some business applications. *You are familiar and competent in using* PC-compatible computers, the Windows Operating System, Microsoft Office

productivity software (Excel, Word, Access, Powerpoint, and others), and the World Wide Web. **These prerequisite topics, and others, will be assumed, since you are registered in this course.** That means, for example, if your Instructor starts using Excel in class, you must be able to understand and use it competently.

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

View of Bogotá, Colombia from the Summit of Monserrate

Course Learning Objectives

Course Objectives

- The goal is for every student to become a competent and capable computer programmer.

General Course Behavioral Objectives: After completing MIST 4600, you should

- Understand how to approach a problem and determine how to solve it through the development of a computer program.
- Be familiar with the concepts of computer programming and problem solving to the point of understanding how to develop a method for solving a problem and implement it so that it runs effectively and efficiently.
- Understand classes, objects, and methods and how they can be used to implement solutions to business problems.
- Develop critical thinking skills in determining what types of problems can be solved effectively with what types of computer methods, why it can be done, and how it can be done.
- Start to identify new technology and its appropriateness for solving specific, practical problems.
- Develop practical Java skills in developing practical implementations.

Specific Course Behavioral Objectives: After completing MIST 4600, you should be able to

- Understand how to program as an effective vehicle for problem solving.
- Understand the importance of programming to the development of information systems.
- Understand the step-by-step nature of designing, writing, and executing a computer program.
- Discuss the importance of classes and objects to good program design.
- List the types of programming structures used to write programs.
- Understand the difference between procedural and object-oriented programs.
- Develop the logic to solve a problem and then write and run programs using Java to implement that logic.
- Develop programs in Java to solve business problems.

Outcomes - Specific Knowledge to Demonstrate: To pass this course, the student must master the following (this list is necessary, but not sufficient):

- Be able to develop algorithms, write pseudocode, and implement Java applications comparable to those demonstrated and described in class and in the texts.
- Understand and use the three control structures of modern computer programming: 1. Sequence; 2. Selection (If-Else); and 3. Repetition (Do, While, and For Loops)
- Be competent in the use of one dimensional arrays (X[3]) and multidimensional arrays.
- Understand the difference between class and object methods and fields and how to create and use them.
- Be competent in connecting to and extracting information from databases.

Skills and Concepts

Computer programming is a skill that is basic to a thorough understanding of management information systems and their development. The concepts of computer programming and object orientation are conceptual building blocks for thinking about information systems. This course should be viewed as one of the cornerstones upon which all subsequent MIS activities are based. Skills and concepts you learn in this class will be applied again and again throughout your college and IS careers. Consequently, you should expect to work hard in this course to develop these skills. It is expected that students will spend a minimum of 10 hours per week reading and working on assignments outside of class. **But**, it is important to note that the amount of time required to master the material varies by individual. From personal experience, we know that it is possible for (almost) anyone to master the course concepts and perform at a high level. It only requires time, energy, effort and patience. Do not fall behind. Keep up with the class and put in whatever effort it takes.

MIST 4600
Computer Programming in Business
JE Aronson

<<IMAGE>>

Amsterdam, May 2003

Grading Information

Specific policies on scoring and grading appear in Course Policies.
Specific information about exams, quizzes and assignments appear elsewhere.

Here is the breakdown of how the points are to be distributed for the course grade.

Item	Percent of Total
Exam 1	12%
Exam 2	12%
Exam 3	12%
Exam 4 (Final Exam)	25%
In Class Exercises and Instructor Discression	11%
Programming Assignments	25%
Executive Summary on Information Technology	3%
Total:	**100%**

University Policy requires +/- grading scales. Course letter grades will be *initially* assigned according to a traditional 100 point scale using the weighted total points accumulated as shown in this table:

Score Range **Greater than or Equal to the**	**Grade**

Lower to Up to But Less Than the Upper	
93 - 101	A
90 - 93 (i.e., from 90 to 92.99999999)	A-
87 - 90	B+
83 - 87	B
80 - 83	B-
77 - 80	C+
73 - 77	C
70 - 73	C-
67 - 70	D+
63 - 67	D
60 - 63	D-
0 - 60	unFortunate = F

At my discretion, these ranges may be moved downward (in other words, an 88 or above might be an A-), but will under no circumstances will they be moved upward. The exact cutoffs will not be known until after all the materials are graded and recorded, because there is no way to determine how the boundaries will (if at all) move down. Usually, they do move down.

Scores, grades, etc. are posted only to MyGrades in the secure course WebCT site.

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NONPROGAMMING ASSIGNMENTS

SMIS: Attend 5 Students for MIS (SMIS) Meetings Assignment
(sign the MIST 4600 Sign Up Sheet at the Meeting)

Assignment Purpose: The intention of this assignment is for you to begin your life as an MIS professional. This will expose you directly to the activities of MIS professionals and start the professional MIS networking process. Professional MIS networking is important, if not for getting an internship or first job, it helps with getting a second or third job. Though not required, I do recommend that you join this organization.

SMIS Meetings as an Assignment: You are required to attend 5 SMIS meetings this semester as part of this course. These 5 meetings together count as a single assignment. You will have to sign an attendance sheet for MIST 4600 at the meeting to verify that you have attended (make sure you sign the right one). I suggest that you do this early in the semester. See the SMIS web site for details about the organization and meetings at www.ugasmis.org . Most meetings are Thursday evenings, 8:00 p.m. in Sanford 309 (not the first meeting - it is in SLC 213). Since this is one of the first MIS courses, we want to involve you in professional networking. Start going to these early (the first meeting includes an orientation). Get the 5 done as soon as possible. If at the end of the semester, you have not attended 5, you cannot make these up. Attending these 5 meetings counts as one Programming Assignment.

SMIS Meetings as a Makeup Assignmment: You may also attend up to 5 additional meetings to cover one missed Programming Assignment.

ES: Executive Summary Assignment
(hard copy only)

Assignment Purpose: The intention of this research paper is for you to investigate a topic in Information Systems / Information Technology.We on the faculty have spoken at length with many MIS recruiters. We have asked them "What is the most important qualities you look for in

our MIS graduates?" Their responses are generally "We look for good commuinication skills first. This includes writing and speaking, especially in public. We expect that anyone who graduates with an MIS degree understands how to program and all about databases. Those are givens. The next thing we look for is the ability to look at a problem that someone has, and investigate whether a particular technology is reasonable, or even feasible for attacking it." Finally, this is a chance for you to explore a topic area of special significance to you. It provides an opportunity for you to go beyond the conventional course coverage and gain some expertise in some area.

Writing: This Executive Summary Assignment involves writing. For a successful career, you must learn to write and learn to write well. If you have not yet learned how to spell and use proper grammar, now is the time to do so. Get your capitalization right. Learn how to cite references properly. This is important for your future career, whether or not you have only had multiple choice / true false exams up until now. Nothing makes a person look unprofessional more than consistently poor spelling and grammar.

What to Do: Select a topic to investigate in the area of Information Systems / Information Technology (preferably involving computer programming or systems analysis, design and development). Get it approved in advance by your Instructor (ESa). Write a brief (2 pages of text plus references) executive summary on the state-of-the-art and future of the topic (ESb). The required deliverables are:

ESa: Topic Approval. This is to get you started. It consists of two sentences that indicate the topic and why it is appropriate for this course. If in doubt about a topic, you may want to verbally ask your Instructor if a particular topic is appropriate, but you must submit a formal topic approval to earn credit. This is to be typed and submitted in hard copy only.

ESb: Executive Summary Report: The required typed format is 2 pages of text plus references: 2/3 page on an introduction and necessary definitions; 2/3 page on the current state-of-the-art; 2/3 page on the future of the area; and 1/3 page or so on references. The required format is: 12 point font, double spaced, 1 inch margins all around. Do not exceed the maximum length; do not use a different format. Otherwise points will be deducted. Hard copy must be turned in. You must have at least 5 references aside from the textbook. Web Site references are all right, but not all references may come from the Web. Not all your references may be Web Sites (at most 40%). Some must be journal or trade press articles (at least 60%). Many of these may be found through ABI Inform via Galileo using the UGA Library access system (from the TCB labs). (Note that an article found in Galileo is NOT a Web-based article. It was really published.) Encyclopedia articles, while useful for background, may be quoted, but cannot count toward the 5 required references. Many of these may be found through ABI Inform/ProQuest or other online journal search engines (via Galileo using the UGA Library access system from the TCB labs). (Note: if you use Galileo or another online source to find articles, cite them in your reference list as hard copy publications. Do NOT list the search information or Web address information delivered by the online source as part of the citation. It is messy and improper.) ABI Inform / ProQuest are available at the UGA Libraries. Encyclopedia articles, while useful for background, may be quoted, but, cannot count toward the 5 references. Do be careful with your citations.

Note: some magazines also have online versions of their text versions (e.g. *CIO* magazine). If you use source material from one of these sites, make sure you are quoting a published article. In many cases, additional material is on the publisher's Web site, but it did not appear in the hard copy publication.

Be careful with the format of citations of books, journals and magazines. Do include page numbers (only if available - some Web sources don't list them) for journal and magazine articles. For articles, include authors (in the correct order), article title in quotes, *journal name* (in italics), volume, number, date, page numbers. For books, include authors (in the correct order), *book title* (in italics), publisher, city, state (or city, province, country; or city, country), date. OK, here's how they should look (note the capitalization):

Magazine and Journal Articles:

H.L. Schwarz and R.B. Mencken, "How to Write an Executive Summary for Fun and Profit," *Journal of How to Make Money*, Vol. 15, No. 12, December 2, 2002, pp. 45-64.

Books:

Turban, E., J.E. Aronson, with T-P. Liang, *Decision Support Systems and Intelligent Systems*, 7th edition, Prentice Hall, Upper Saddle River, NJ, 2005.

Smith, J.X., B.R. Wesson and J.L. Yelvington, *Everything You Always Wanted to Know about DSS, But Were Afraid to Ask*, All States Publishing Company, New York, NY, 2002.

Web Sites:

H.L. Schwarz and R.B. Mencken, "How to Create a Web Site for Fun and Profit," Mencken Enterprise Web Site: www.mencken.com, October 4, 2002.

Note - This is the author(s) of the page, title of the page, Organization name, the Web URL, and date either created or revised.

If there is no author, cite the Web site like this:

Mencken Enterprise, "How to Create a Web Site for Fun and Profit," Mencken Enterprise Web Site: www.mencken.com, October 4, 2002.

Do cite references properly in the paper. Generally you cite references in the text as:

Turban, Aronson, with Liang (2005) indicate that ...
The following, expressed first by Smith, Wesson and Yelvington (2002), ...
"This is a quote from a reference." (Turban, Aronson, with Liang, 2005; Smith et al., 2002).
When you put a citation in parenthesis, you use commas and semicolons as is shown above.

When you have three or more authors, you can use the first one and say et al. (note - no period after "et" - it's a Latin word. al. is a Latin abbreviation).

PROGRAMMING ASSIGNMENTS

(The actual assignments will appear in the Assignments Area in Blackboard.)

File Name Conventions for Assignments, Quizzes, and Exams**********

********** NOT COMPLETE **********

Assignment and Exam Files are to be uploaded to the WebCT site in the **Assignments** area (instructions below).

File Naming Conventions
(**Note** - please put your name inside the worksheet, somewhere near the top left of the first sheet with major work in it):

LastFirstXY.xls

Where
Last = Lastname
First = Firstname, and
X = The Assignment Letter or Number (01, 02,... or A-G), or Quiz Number (1-4), or Exam Problem Number
Y = The Second Assignment Letter (if there is one) (01, 02,... A, B, ...), or Quiz Problem Number or Letter (1,2...; A,B,...).

So, Joe Gorganzola's solution to Assignment B Problem A initially is named GorganzolaJoeBA.xls.

If you want to submit a new version of an assignment, because perhaps you realized that you had made an error and want to fix it and submit a new one before the due date and time, you will have to submit it

Please remember to submit **all** your files (i.e., if there are multiple BlueJ project files (which are actually folders), each submission MUST contain all the files. Zip each BlueJ program/project

into a single file for submission. Submit all projects together, even if you are only resubmitting only one part. This helps us a lot and thank you.

There will also be an area for Late Assignments for each one.

Do make sure that you submit the file to the right place in WebCT (see below).

How To Submit Assignments to WebCT

WebCT does not require you to be on campus to upload (or download) files because you access it through a Web browser. Do not email files to me as attachments.
Please follow these steps carefully. Each file that you must upload for grading will be listed as a separate assignment in WebCT. This is true also for exam and in-class exercise problems. We'll do an example in class.

- For each BlueJ (or other) project you are going to submit, zip the files into a single zip file for each project.
- **MORE TO COME WHEN I LEARN HOW TO DO THIS.**
- Go to >>>>>
- Choose the appropriate .
- Upload your file by browsing to it, and selecting it.
- **!**

Assignment Z Problem Z is for practice. Try to upload it long before you need to do a real one. Rename the file based on the naming convention above.

Please remember to submit all your files (prezipped) together each time, even if you are only resubmitting only one part. This helps us a lot and thank you. [This was deliberately repeated to indicate how important it is.]

[[[Please be sure that you are using the correct version of the textbook.]]]

AssignZ, Problem Z: An Upload Test.

Assignment Purpose: To practice changing a filename and verify that you can upload a file to the Assignments area of Blackboard. We will do this in class. I will give you a file to modify and submit.

Start with the given file described in class. Rename the file using the appropriate naming convention (Joe Gorganzola's file would be GorganzolaJoeZZ.xls). Upload (submit) it to Assignment ZZ in Blackboard.

MIST 4600: Computer Programming in Business
JE Aronson

Day 1 Activities

<<IMAGE>>

Montserrate, Bogotá, Colombia, June 2006

Today

Overview and Structure of the Course

- **Instructor Contact Information**
- **WebCT Courseware (webct.uga.edu)**
- **(Initial Material at www.terry.uga.edu/~jaronson/mist4600/)**
- **Course Policies**
- **Course FAQs**

In Class Activities

- **Introductions**
- **Maybe More (True Colors, etc.)**

Active Learning

Build an Application (if time)

In Class Activities

D1: Introductions

Purpose: Let's get to know each other.

Introduce yourself to the class. Tell us your (this questionaire is included in the personal information form mist7810personalinformationform.html)

1. Name
2. Email Address
3. Phone Number
4. Hometown
5. Major(s)
6. What year you are in
7. When you plan to graduate
8. What you plan to do when you finish
9. Something interesting or unusual about yourself (do you have a hobby, play a sport, went or did something interesting once (or more)?)
10. Or: what is the most surprising thing that ever happened to you?

D2: Brainstorming: How do you feel about the course? How do you think I feel about the course? What have you heard about the course from other students/people?

Purpose: Let's get a sense about how we feel about the course and compare notes. Let's also find out what everyone has heard about the course.

Take out a piece of paper and answer:

- On the front, write down a phrase or word about how you feel, right now, about the course. I'm going to call on you and we will discuss these in this brainstorming exercise.
- Below, write down a phrase or word about how you think I feel, right now, about the course. I'm going to call on you again.
    - Let's compare the answers to these two.
- Let's find out about rumors and stories and put them all out on the table. Below, write down a few sentences about what you have heard about this course from other students/people? I'm going to call on you again.

Turn both of these in.

D3: True Colors (I0): Personality/Temperament Types and Learning Styles.

Purpose: To illustrate the different personality types and to identify the strengths and weaknesses of each one. These can help you understand to some degree how you learn and relate to other people.

In-class learning style exercise for the first class (you may be doing this on your own) - see the separate write-up on the Web [color.html (description), and colorform.html (just the answer sheet for the questions)]. There are many more details about the True Colors concepts and theory available in the Birkman *True Colors* book, which is summarized in the PowerPoint Presentation TrueColors.ppt.

D4: Active Learning

Active learning involves taking responsibility for your learning. This is pretty much a given in an advanced course. Instructors are responsible for structuring a learning environment. In a nutshell, active learning involves the following **success factors**:

1. Come to every class (even if you are late).
2. Pay attention in class. Stay focused.
3. Get two or more course buddies.
4. Read the material (do the work) before you come to class.
5. Try stuff out on your own. Experiment! See what works, what doesn't and try to figure out why or why not!
6. Just because something is not to be turned in for credit does not mean it is not important for your learning and can have impact on your exam scores. Try everything you possibly can, including suggestions made in class and end of chapter exercises in a timely way. They all will reenforce your learning (dramatically). Experience shows that students who do so typically perform well on exams.
7. Take notes (on paper is the best way). This is a form of active listening.
8. Practice peer learning - get together with fellow students to work together on understanding new material and have course buddies.
9. Plan to learn how to learn, if you have not yet to do so. The primary goal of the Division of Academic Enhancement is to enhance the academic success of University of Georgia students by providing a wide range of courses, programs, and services. Several courses are oriented toward learning and college success. If you are having trouble learning, contact them in 233 Milledge Hall, or via http://www.uga.edu/dae/ , 706.542.7575.

Build an Application

Let's get familiar with using BlueJ and implementing something in Java.

MIST 4600
Computer Programming in Business
JE Aronson's Section(s)

<<IMAGE>>

(Image information: ***"Hippocrates Refusing Gift from Alexander."***
Anne-Louis Girodet de Roucy-Trioson, Paris (1816).
George Glazer Gallery, NYC, georgeglazer.com;
from www.bcm.edu/cms_web/84/Hippocrat.jpg)

Course Policies

Summary of the Most Important Course Policies

Active Learning: You are an adult and are responsible for your own learning. Take charge. I have given you a set of tools that work in practice. Use them.
Attendance: You are an adult and are responsible for your own learning. Take charge. I am concerned with performance and participation.
Course Behavior Policy: There are certainly many negative behaviors that interrupt the flow of class and thus disrupt the learning process. In other courses, I have listed a set of negative behaviors that demonstrate a lack of respect for members of the class and instructors. I do not plan to list them in this course. You are all adults and should by now know what these are. We can talk about these if you want. Keep in mind that repetitive negative behaviors will definitely result in your being dropped from the course. This is part of making the classroom environment work well by reenforcing your active learning processes.
Course Computer Use Policy: Technically, you are allowed to use the computers in the classroom for course specific work. If you have trouble doing this, you may be dropped from the course..
Course Seating Policy: There are currently no assigned seats. This might change depending on how the class wants to deal with several issues.If you have a need to sit in the front of the room, we can handle that.
Lost Files: You are responsible for not losing your files. Back up your work and submit it on time.
USB Flash Drive: You must own a USB Flash Drive (Key) and you must use it to back up your work.
Makeup Exams: There are no individual makeup exams. There is a single comprehensive makeup exam at the end of the semester.
Late Homework: May be submitted up to 12 hours late for a 50% penalty (no exceptions). After that, there is no excuse and it is not accepted under any condition..

Index Cards: You must use 3 x 5 inch index cards for some in-class activities.
Cell Phone: If your cell phone or pager beeps in class, you must bring a bag of candy with enough in it for everyone in the course to the next class.
Weather Class Cancellation: If the Clarke County Schools are closed due to bad weather, class is cancelled. And, obviously if The University is closed, class is cancelled.
WebCT Announcements and Email: You must check WebCT for announcements and its internal email daily. You may have to check your official UGA email daily. If so, this will be announced in class and via WebCT's email.
Course Updates: Course updates are **only** done on the WebCT courseware site.
Course Buddies: You need at least two course buddies to rely on if you miss class.
Email: When you email me directly, your subject must start with "**MIST4600:** " followed by a meaningful **subject**; you must also include **your name** in the message (preferably as a signature). If there are multiple course sections and it is relevant to your message, indicate that, too.
Articles and Materials: Course-relevant articles and material will be posted to the WebCT course site. These generally will cover material relevant to MIS as a major or career.
Academic Honesty: The University's Academic Honesty Policy is strictly enforced in this class. Follow it. It is very unpleasant for all of us when infractions occur.
Disclaimer: All documents related to the schedule and the syllabus should be viewed as a plan, not a contract.
Note: Much of this stuff is essentially obvious to most of you, but is included for several reasons.

Table of Contents

Syllabus Disclaimer

This syllabus, including Course Policies and FAQs, outlines a plan and so it should be viewed as ***tentative***. It is designed so that we can plan ahead. Thus, the syllabus is a *guide* as to how we shall proceed through the course; *not* a contract. Some University rules / guidelines may supersede information in this syllabus. We shall attempt to stay on track and minimize changes. I will attempt to be alert to anticipated changes, and be timely in announcing or considering them. Students are always responsible for staying up to date on changes (check your email and WebCT Announcements regularly). Be Alert! Details, as always, will be provided in class, by email, through WebCT, and/or through the Web.

While I recognize that much of what is in this document is obvious, it exists due to University Rules requiring explicit statements of policies, and (believe it or not) many people don't read their course policies and are then surprised as to why the course is not working out for them.

I know this is a long document. This is about as concise as it can be. I have spent uncountable hours (many, to say the least) thinking about, creating and refining these policies with student and faculty input over several decades of teaching. A lot of refinement took and continues to take place in updating these as content and times impact the evolution of policies, and as better approaches to creating an environment of excellence for learning are discovered or invented. Do read these. They will improve your course performance and save you a lot of time.

I am also aware that much of this is blatantly obvious and second nature. This document exists mainly to clarify the subtle points and differences between expectation and reality; essentially to spell out the facts about the course explicitly. If you have a question about course structure, refer to these documents first, then ask.

Quick Summary of What Generally Makes the Course Work and Worthwhile

(Note - Even though many of you already know your best approach towards learning; here is a set that works well in practice.)

1. Take ownership of your learning: be ***active*** in your learning.
2. Come to every class - even if you are late.
3. Check your email, course Announcements, and the Course Calendar daily.
4. Read all of the books and other material, in advance of class. Try the programs as well. And try the end of chapter exercises.
5. Keep up.
6. Turn your phone and/or beeper off before coming to class.

7. Pay attention and take notes (on paper by hand because it activates a learning center in your brain).
8. Never surf the Web, use Facebook, or check email in class (feel free to take notes electronically, but it is actually more effective to write with a pen or pencil).
9. Practice peer learning. Communicate regularly with your course buddies.
10. Commit to the class.
11. Try things out. Experiment!
12. Focus on ***learning the material***, not on attaining a specific grade as a course goal. Truly mastering the course material ideally will result in a good grade.
13. Follow the instructions of the assignments, exams, and other items.
14. Be flexible and honest.
15. Enjoy yourself.

Some additional things that are helpful to do and/or know:

1. Learn to write well.
2. Learn to present well.
3. Class is cancelled if either The University cancels classes, or Clarke County School classes have been cancelled due to bad weather.

4. Get at least two course buddies.
5. Follow the UGA Academic Honesty Policy.
6. Stop using alchohol or illegal substances (these affect learning).
7. Adopt a healthy lifestyle through proper nutrition and regular exercise (these affect learning).

Attendance Policies

Attendance: [Important, but I don't take attendance. The rest is commentary as to why you should come to class.] I do feel that attendance is important. It is important to come to class. The University's attendance policy is in effect. There is no way for you to make up any in-class exercises (that do count for course credit). Research has shown that the *most reliable indicator of success in classes is attendance* (especially on exam days). Class attendance is an essential part of your learning experience. *This class relies on hands-on participation.* You cannot participate unless you show up. Again, I do take attendance very seriously from a learning perspective. As far as I am concerned, students in this class are adults, and must decide whether or not to attend class, so I do not take attendance. You, as an adult, are responsible for your own learning and understanding and applying the best ways that you learn. I do want to get to know each and every one of you. I do notice (and note) excessive absences (and more importantly *excessive attendance*) and recognize how this impacts on your exam and assignment scores. The Instructor's discretionary part of your grade will clearly be linked to your participation (not attendance *per se*, but participation), especially through some in-class work that is turned in. I expect that you will attend classes and be responsible for obtaining information from missed

classes *from other students* (this includes announcements, software information, handouts, schedule updates, changes to due dates, etc.). That is why you will have at least two *course buddies* (see below). *So clearly* it is important to come to class to participate, and to contribute. You do not need to contact me to tell me you are going to (or did) miss a class, unless it is an exam class, or unless there is an issue that causes you to miss several classes [in fact, please do not because the volume of emails would clog up my inbox]. So, please do come to class (unless you are ill), even if you don't pay attention, as this is the most important factor towards determining your grade. And do come in late instead of skipping class. I would rather have you there. Do note that it is *not* possible for me or any other instructor to repeat a lecture (that's why you have course buddies and we announce what we are covering in the class via email and the WebCT Announcements). And, I plan to post audio files of every class, along with the working files.

First Class Day: *The first class is a real class.* I will be there. I expect you to be there. Thanks for coming and showing your interest in the class. If you miss it, find one or two course buddies and find out what we went over and where all this material is.

Summary of Attendance Issues: Coming to class (unless you are ill), even if you don't pay attention, is the most important factor towards determining your grade. Attendance is important (even if you're late, do come to class). If you miss it, check course announcements, the daily activities, your email, and get with your course buddies to find out what happened (see below) (in WebCT, you have the capability to email anyone and/or everyone in the class).

Extended Illness: We adhere to The University's Policies on Extended Illness - either physical or emotional. If this applies to you, get professional help first. Worry about this course later (do get documentation).

Course Buddies: This idea may seem a little unusual but has proved effective in class performance and learning. Identify at least two class members to be your *course buddies*. Exchange complete contact information with them. You should be able to rely on your course buddies if you miss class or come late. They should pick up any material passed out (except for graded materials), give you copies of their notes, including announcements made in class, and discuss with you what we did that day. This applies if you are late for class as well. So, get with your course buddies if you are late or miss class. This is important because you should not simply wait to connect with your Instructor, nor should you expect him or her to replicate the class for you.

Assignment and NonAssignment Policies

Purpose: The primary purpose of the Assignments is to aid in learning the course material. They provide practice and exposure to relevant material, and demonstrate working knowledge of the course material. They are like the practice required before a sports game, like the rehearsals required before a play or musical performance. While you spend more time working on assignments than taking exams, the credit for doing them is significantly less. This is also true

for sports, plays and musical performance. Hours of practice precede an hour of playing time, and yet you are judged strictly by your public performance at the end (ticket prices, reviews, CD sales, etc.). Assignments will vary in terms of complexity and contribution to the course grade. *All Assignments are required.* This includes attending 5 SMIS meetings. In-class exercises count towards homework and/or participation.

Specific Assignments: Specific programming and other assignments and course materials are developed in a timely manner as the course progresses. No, they are not available at the start of the course, and it has nothing to do with level of organization of the class. They are created, modified, adjusted, etc. as course needs dictate.

Nonassignments occur as we discover that some additional work might be necessary to really gain a mastery over material. Often, they arise through the help/review sessions. This extra work, though not required, if done will generally enhance learning (and exam performance). I suggest that you do these as well. Just because something is not required does not mean that it is not worth doing. (Think about sports. One of the reasons Tiger Woods is an excellent golfer is because he does weight training. Is it required for golf? No, and most golfers do not do this... But in his case, it makes a difference and gives him the edge to being the best he can be. If you want to master programming, try to do these on a a regular basis.)

Individual versus Team Work: Almost (probably) all of the assignments in this course are individual work. This means that you are not to solve problems together or compare answers prior to turning in the work. You may help each other in understanding concepts, but not in actually doing the work. And, you may not share files. Some in-class experiental work and assignments may involve teamwork (if so, it will be part of the Assignment description), and so teams will be formed. I this case, you work together and the scores on the assignment reflect everyone's work. Nonperformers names should not appear on any assignment as they should receive no credit for work not done. This is required by The University's Academic Honesty Policy. Do note that many courses in the Terry College require teamwork and typically team members evaluate each others' performance. Nonperformers can typically be dropped from a team at any time and earn zero credit for the group work (and ocassionally flunk courses and/or do not graduate as a consequence). Be a functioning team member and communicate well.

Follow Instructions: If not, penalties ranging from 10% to 100% may be incurred.

Assignment Due Dates and Times: Assignments have specific due dates and times. The Executive Summary involves turning in typed documents on paper, while the main assignments involve developing Java programs are to be turned in electronically via WebCT (**never** email). Electronically submitted assignments are due in the designated location at the specified date and time due. Do **NOT** email the files to your Instructor. **Do NOT email the files to your Instructor.** (Repeated for emphasis!)I will not track track down your files on your computer or jump drive under any circumstances. The work is simply not accepted.

Late Assignments: Late assignments are accepted electronically via WebCT only up to 12 hours after the assignment was due. There will be a 50% penalty for late work within 12 hours. After that, I will not accept a late assignment under any condition. If a solution is discussed in class

before the 12 hours are over, then the due date/time is that point in time when it is discussed in class. There are no makeup assignments for those not turned in, or those turned in too late to earn points. BUT, you may attend 5 additional SMIS meetings to cover at most one nonsubmitted assignment (see www.ugasmis.org for meeting and schedule details).

Hard Copy Assignment Format: ***All*** written assignments (Executive Summary) are to be typed, double-spaced, in a ***12 point font*** with standard one inch margins all around (or metric equivalent), and printed. Paper copy is required (unless otherwise specified). *Staple* or clip together multiple sheet assignments. **Names:** Make sure your name appears on the top right corner of the first sheet of every hard copy assignment. Note, if the assignment is to be late, you still must submit hard copy. Do not email it to me.

> **Note:** Many people ask why I require hard copy in this electronic day and age. Quite simply, I grade more accurately, and probably higher, and certainly faster, when I grade paper copies versus screen versions. One reason is that when I am in the office grading, I get many interruptions, whereas I typically will take the stack of paper to the library or a coffeehouse to grade, and have no interruptions. Paper still fits my modus operandus. Do not email these assignments to me. It only clogs up my mailbox.

Soft Copy Assignment Format: For electronic assignments, make sure that you include your full name (first and last), section, and date (and version) at the top of every program segment/object in a comment.

SMIS Meetings as an Assignment: You are required to attend 5 SMIS meetings this semester as part of this course. These 5 meetings together count as a single assignment. You will have to sign an attendance sheet for MIST 4600 including my name at the meeting to verify that you have attended (sign the correct sheet). I suggest that you attend these early in the semester. Details appear in the Assignments document. I also recommend that you join this organization. You may attend up to 5 additional meetings to cover one missed Programming Assignment.

Prior Approvals: Some assignments may require prior approval before starting them. This may include an Executive Summary, Term Paper, and/or Major Course Projects. In these cases, you must turn in hard copy of your topic by a specific time for approval. These are valid, and required parts of each assignment.

Lost Files: These are your responsibility (and if you forget to save your files when working in the labs, they are typically simply gone). Backup your assignment files early and often. And be sure to back up the exact, specific files that you submit for grading. Ideally copy them to your (USB) jump drive (required for this class), and/or a 3.5 inch floppy disk. You can also use your U: drive when you are logged into the TCBCC (Terry College of Business) network or the network in the Student Learning Center. When you get home, copy the files to your home PC. Instructors are **never** responsible for tracking down your files. Once you shut down a PC in the Lab, all files saved on its hard drive disappear.

Important File Submission Note: When you are doing computer-based homework, typically you have an open file that you will periodically save. If you have not closed the file, but make

changes in it and then submit it, the previously saved version will be submitted. For safety's sake, **close all files before submitting them**. **CAUTION:** We do not know whether if BlueJ has your files open if they can be submitted (and they must be zipped before submission because BlueJ uses several files in a folder for a project). We also don't know if you email a file to yourself (while it is open), whether the actual file contents will be attached, or whether it will be just an empty file.

Jump Drive: You are required to own and bring a Jump (Flash/USB) (disk) Drive to class, and to use it to back up your work. These inexpensive devices will save you a lot of pain and grief.

Exam Policies

Exams: The purpose of the exams is to test your knowledge. They give you a chance to demonstrate true mastery of the material. They represent the actual performance or game. The outcome is judged on this performance, not on your preparation. There are 3 Exams and a (comprehensive) Final (4th) Exam. They will normally be scheduled during the regular class periods. There may be some miniexams and some in-class exercises that can be considered pop quizzes. Miniexams and pop quizzes may be counted as exams or discretionary points. The specific cutoff date for exam material is announced in class, by email, and in WebCT before the exam. Instructions will be given at the beginning of the exam, but may also be available in advance via WebCT and/or email. Each exam will primarily test the most current material, but effectively will be comprehensive. This is because the new material builds on the older material. Exams are typically hands-on programming implementations, but may include closed book conceptual parts. Any conceptual (literacy) parts of the exams will be closed book, closed notes with the computers (or just the monitors) off. The programming parts of the exams will be open book, open notes, and Web access to Help Systems for our designated software. No email is allowed. You may also use the book's files, and any files that you or I have developed. (**Bring your book(s) and jump drive to all classes, including exams.**) You may not use email or access Web sites that are not related to the approved Help Systems. Doing so is an Academic Honesty violation. All files are to be submitted electronically to the designated location like the assignments with appropriate file names. Do **NOT** email files to your Instructor. Initial files for exam problems will be in WebCT. The amount of time available to work on an exam is limited.

Missed Exams and Makeup Exam Policies: In fairness to the majority of students who will be doing all their work on time, there are ***no special makeup exam*** for each exam. (There is no makeup capability for in-class exercises/quizzes, etc.) And, I never administer an exam early. However, ***valid*** complications due to illness, family issues, interviews (not an excessive amount, though), or other *valid* situations may cause missed class and consequently a missed exam. To accommodate ***at most*** one missed exam, there will be a **single, comprehensive makeup exam** at the end of the semester. If you have a *valid, documented excuse* (ideally let your Instructor know beforehand, but definitely give him/her documentation within 5 working days of your return) for missing an exam, you **must** take the makeup exam. *The documentation must be in writing*. You cannot miss two exams and pass the course.

Late Exams: You may not submit exam files late, that is, once the Instructor indicates that the exam has ended.

Ballcaps: Because we want to see your smiling faces and get to know you, no ballcaps are permitted during exams (with one exception).

Lost Files: See "Lost Files" under "Assignments" above.

Tips for Preparing for an Exam: See the document mist4600testtaking.html .

Grading Policies

Grading Information, Computation and Scale: See the "Grading Information" document for the specific weights of course components and how they are scaled: mist4600gradinginformation.html .

How Grades are Earned: Grades are be ***earned*** based on ***your performance alone***; *not exactly a curve*. ***You will NOT be competing with other class members*** for a fixed number of A's, B'S, C's, etc. A 100 point scale is used. The University requires plus and minus grading, though plusses and minuses do not affect Hope Scholarship eligibility. (But, they do affect your GPA as reported by The University.)

Letter Grades: Letter grades are initially assigned according to the traditional 100 point scale using the weighted total points accumulated as shown in the table in the specific mist4600gradinginformation.html document. (At the Instructor's discretion, these boundaries may be (and typically are) moved downward, but will under no circumstances be moved upward. The exact cutoffs will not be known until after all the materials are graded and recorded, because there is no way to determine how the boundaries will (if at all) move down.).

About Estimates and Grade Earning: Do not ask me to estimate your score for the course. I cannot determine how well you will do on the remaining work because I do not know what you know, what you don't know, how long it takes you to learn and apply material, etc.. Also, do not explain to me why you need a specific score to maintain the Hope or other scholarship. I already know that everyone needs to earn the highest grades possible, but do realize that you earn your grade. I do not give you a grade. I am objective and fair and do not make exceptions. In return, I expect you to be responsible for doing your best to achieve the highest scores you possibly can based on the efforts you exert.

Grading Complications: We want all grading in the course to be fair, accurate, and objective. We have put a lot of thought into how to do this. Our policy on contesting grades and/or scores received on any assignment, quiz, paper, exam, etc., is to handle them promptly. All questions about grades that potentially involve a change in points must be submitted, *in writing (not email or telephone).* The write-up must include details about the requested change, your name and ID number, and information about the assignment or the hard copy. You must also sign the request.

Grade Reporting: To facilitate accurate and timely grade reporting, and to make them available to class members, anywhere/anytime, *grades are **only** be posted electronically to the WebCT courseware site* (the Grading Area is *secure*). *The weights and total points reported by WebCT are meaningless in establishing grades. Also the scores reported for an assignment submitted to WebCT may be in a different item that that to which it is submitted.*

Academic Honesty

We appreciate the fact that honesty runs rampant in our classes. We strive to have a culture of complete academic honesty. Thus, The University's Academic *Honesty Policy* is in effect (available at www.uga.edu/honesty/). 'A Culture of Honesty' is The University of Georgia's policy about academic honesty. … Every student who enrolls at the University agrees to be bound by the policy. Each student has a responsibility to read, be informed and be aware of The University's official academic honesty and dishonesty policies. Technically, this means that each student must read the policy and comply with it. Infractions cannot effectively be defended with statements such as "I didn't know that was prohibited." Students must perform all of their academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from others (unless the faculty member authorizes that assistance) or using sources to assist in that work (without giving fair attribution). [Source: "A Culture of Honesty at the University of Georgia." A pamphlet published by the UGA Office of the Vice President for Instruction].

In my classes, sometimes violations have occurred. If an alleged incident occurs, the situation will immediately be documented and sent to the Office of the Vice-President for Academic Affairs for processing, and your grade in this course will be an NR (Not Reported) until the matter has run through due process. Officials in that Office will directly contact all parties involved. Do NOT contact me about the incident. If you have any questions, refer to The University's Academic Honesty Guidelines in The University of Georgia Publications for more details on the rules and procedures). If you have questions about specific acts and whether they are academically honest or not, please contact me or the Office of the Vice President for Academic Affairs (see link above). In general, if you think it might be dishonest, it probably is. Again, we do appreciate your honesty. Here are some specifics relating to this course:

When taking a closed book exam portion, everything except exam materials must be off the desk/table.
You may not use email or cell phones during an exam.
You may not surf the Web during an exam, unless you are accessing a permitted Web site.

We do want to point out that the Academic Honesty Policy does not apply to helping someone understand basic concepts, explaining to someone the interpretation of an assignment, or clarifying how to use software. It applies to direct intervention in producing materials turned in for grading (exams, assignments, etc.). This includes file sharing. Please do help each other learn. This can save valuable time and aggravation, and really reenforce your own learning. If you have any questions, just ask.

File Security: With regard to Academic Honesty, you must take reasonable precautions to ensure that others cannot copy your files and submit them as their own. This means that, among other things: you should not allow other students to borrow your assignment files; you should use good password procedures for your accounts; and you should not leave copies of your files on the hard drives or desktops of shared computers. If you allow others to use your personal computer or if you use another computer to complete an assignment, be sure that you open and use only those assignment files that you created. **NOTE:** At the instructor's discretion and as a part of the UGA Academic Honesty process, if an academic dishonesty case arises due to a student's lack of file security penalties may be assessed.

Important! You are NOT to receive ANY direct outside assistance on the programming assignments or exams other than from your Instructor without prior approval from your instructor. In fairness to the students who are academically honest, any student found violating the academic honor code will be reported to the Office of the Vice President for Instruction's Academic Honesty Office. **If an individual does not contribute to a team project, he/she earns a score of zero (0) for the project. Taking credit for work not done is a violation of the UGA Academic Honesty Policy. And, listing a nonperforming student on a team project is a violation of the UGA Academic Honesty Policy.**

Minimum Penalty: When a case from this course goes forward to the Office of the Vice President for Instruction, at the first phase of the process, I automatically recommend a nonnegotiable minimum penalty of (1) a maximum grade of D in the course, (2) a minimum one year Honor Violation mark on the official transcript, and (3) a minimum of 50 hours of community service of which at least one half be performed in the Athens area.

Course Procedural Policies

Professional Behavior and Norms: We expect you to participate in class activities in a mature and appropriate manner. Disruptive or otherwise unacceptable behavior will not be tolerated and students will be asked to leave the classroom. Disruptive students may be dropped from the course or earn a grade of F at the instructor's discretion. This policy is not meant to stifle honest and frank academic discussions. Unacceptable behaviors include but are not limited to reading newspaper or other non-course related material, working crossword puzzles, excessive talking, cell phone ringing, playing games on PDAs or other electronic devices, Web surfing, using email, IMing, working with Facebook, etc. I view this course as being partly responsible for inducing your academic and professional growth to maturity. You must take responsibility for your own learning, and for your behavior at a professional level (I expect it in this and every course I teach or take). So for example, when I get an unsigned email message with a subject like "Re:" or "Hey about the homework," it tells me something about how seriously you are involved in both the course, and in your own education (and I am unable to answer your email with no context). This is also true if you ask about something that is blatantly stated somewhere in the Syllabus documents including this one. I have spent countless hours structuring the course (and my sections') policies in a way to make the course environment work for all of us. So, for

example, I do not collect excuses for missed classes, and will not redo a whole lecture if you miss one (get with a course buddy and listen to the audio file). (For more, read *Teacher Man: A Memior* by Frank McCourt.) There are other aspects as well. We want to course to work for all of us, and for it to be a rewarding, educational experience for all of us. Help out by following directions, starting with reading all course documentation that is required.

Excessive Talking/Disruptions in Class: If people around you are being too noisy so that you cannot concentrate, please first ask them twice to be quiet. Then involve me. I will either drop them from the course or assign an F grade if the behavior continues.

Electronic Communication (Web, WebCT and Email List): Most course information, materials, and announcements will be electronic at the WebCT course site. This is where the ***official set of material for the course*** is. By being registered in this course, you will have access to the WebCT course site at webct.uga.edu. You simply login and can access the materials for your course. Your login ID is your myID. Your password should be the same as that for all UGA systems. A course ListServ may be set up. If so, you must subscribe to it to remain in the course. Instructions to follow.

The bulk of the original syllabus and material is on the Web at www.terry.uga.edu/~jaronson/mist4600/. **But, the material here will not be updated. Only material on WebCT will be updated.**

In WebCT, you will have the ability to email the entire class, the Instructor(s), or specific individuals. If you have a question about an assignment (understanding it, etc., but not about scoring), please email or call your course buddies first. If you cannot contact any of them, then email the entire class instead of just your Instructor. And if you see such a message, answer it if you know the answer to everyone (and noone else replied yet). If you think that you are about to email about something that is explicitly stated already in a course document, do try to look it up first (actually, if this is the case, I'll probably respond with "look it up" - thanks).

EMAIL SUBJECT FIELD: This issue is hypercritical. It is important to indicate in every email message about or for the course, context about what you want or need information about. I teach several courses simultaneously, so when I see a message with a subject of "Re:" or a message asking about "the assignment due Tuesday," and the message isn't signed (and especially if there is no way to figure out from the email address who you are), I probably will have no idea about what you are asking me, and we could either play email tag until I do, but I will probably just delete the message as meaningless. The reason is that the context and information about the question is hypercritical for me to understand what you want. So, precede the **Subject field** of all course emails to the class, and me with **"MIST4600: " and include something about what the subject really is. I need for you to do this.** Subjects like "Assignment" or "I have a question," or "Re:" indicate nothing. In fact, the email client may automatically filter these out as spam and discard them before I even see them. Do put your name at the bottom of the message (always sign correspondence (another expected common courtesy) - in this case, electronically). These are expected common courtesies in business communication. The burden should never be on the recipient to figure out who you are and what you want. (If there are multiple instructors and/or sections, additional subject identifiers may be

required.)

Announcements will be regularly posted to the WebCT site (only) as will Assignments, Assignment Solutions, and other course information and materials. You are responsible for checking your regular and WebCT email, and the WebCT course site for Announcements every day.

Instructions on how to submit files electronically in WebCT are elsewhere.

Multiple Sections of the Course: There may be other sections of this course being taught concurrently by the same or different Instructors. Even though these courses may share common assignments, exams, etc., *these are separate and independent courses.* The schedules, topics, books, assignments, etc. must be assumed to be different. For example, if one Instructor announces the availability of some document or scores being posted for an assignment, you cannot assume that to be true for any of the other Instructors' sections. You may only attend the section for which you have registered unless your Instructor indicates otherwise, even if it is the same Instructor. It is important to note that grade determination in each section should be considered separate and independent.

I want to rework this policy with you:
Cell Telephone, Beeper, Web Surfing and Email in Class: We recognize that there are sometimes compelling reasons to keep your cell phone or beeper on during class. Every once in a while we have to do so, too. If you have a silent or vibrating ringer, please turn it on, and the ringer sound off [silent mode]. The beeping does interrupt the flow of class. Consequently, if your cell phone or beeper rings in class (even if we - that is anyone in the class - hears the ring or vibration [this includes ring tones set beyond the frequency that most people 25 or older cannot hear]), then for the next class you are responsible for bringing a **bag of enough candy** so everyone can have a piece. (Chocolate is a preference!) *Cell phones may not be used during an exam.* If you expect an important call during an exam, give your Instructor your phone. These rules also apply if you are surfing the Web or using email instead of focusing on class. These rules also apply to me (during a final exam in a large lecture class, I got a phone call and delivered several bags of chocolate candy during the exam).

Computer Lab Classroom Use: It is disruptive to have others in the room during our class, so, we devote the room 100% to you. (Note that you must respect other classes being held in the Lab classrooms as well.) When we are having class, the lab classroom is entirely devoted to our class. If you find someone from another class working in the room, ask him/her politely to leave, or let me know, so we can ask the person to leave. Some Lab classrooms are available for general lab use when no classes are using it. However, students from classes other than ours also use the Lab classrooms to complete homework, so you need to start assignments well ahead of time (at least 3 days in advance). **Waiting until the night before an assignment is due is a sure key to disaster and high stress levels.**

Texts and Software: You must have the correct edition(s) of the text(s) and develop your assignments and exam in the correct version(s) of the software.

Withdrawal: If you drop this class before the end of Drop/Add, then it never appears on your transcript. Following this, you may withdraw from the class at any time, but you must receive a grade, which appears on your official transcript. If you withdraw up until The University's designated Withdraw Date (around the Midpoint of the Semester), you will receive a "W" if you have obtained at least fifty percent of the points to date in the course; otherwise you will receive a "WF." If you withdraw after that date, you must receive a "WF" grade (sorry - "Rules is Rules!" (Ayn Rand)).

Bad Weather Cancellation: If the Clarke County Schools are closed due to inclement weather like snow, ice, heavy thunderstorms or tornadoes, class is canceled. Unfortunately, The University's official policy does not consider the fact that I cannot get out of my driveway if the roads are so bad that the county schools are closed. We can reschedule canceled classes. WNGC's (106.1 fm) Web site (www.1061wngc.com) should have the cancellation announcement, as hopefully will the main UGA Web site (www.uga.edu), and any other related site.

> Here is part of the official University statement about cancellation: When winter weather threatens, faculty, staff and students can learn of changes in UGA's hours of operation from a variety of sources. Up-to-date information will be posted on the UGA home page (*www.uga.edu*) and more detailed information can be found on the UGA Today Web site (*www.uga.edu/news*).
>
> Athens-area cable subscribers can tune to channel 15 for further information, as well.
>
> People can also tune to one of these Athens radio stations for up-to-date UGA closing information:

- 880 am, WBKZ
- 960 am, WRFC
- 1340 am, WGAU
- 88.9 fm, WMSL
- 90.5 fm, WUOG
- 91.7 and 97.9, WUGA
- 102.1 fm, WGMG
- 103.7 fm, WPUP
- 106.1 fm, WNGC.

Office Hours: I take office hours very seriously and will make every attempt to be there. Occasionally events preventing me from being there do occur (illness, meetings, emergencies, etc.). If I know about these in advance, I shall announce this to the class, email you all, and set up a WebCT Announcement. If you need to see me outside of office hours, please check with me before or after class, or email or call to set up an appointment. Dropping by may or may not work, because generally all faculty have other teaching commitments, meetings and research activities. Please be patient. I will make every effort to help you out.

Physical (and Emotional) Disabilities: I adhere to The University's Policies on disabilities (in

fact I go beyond them). If you have a disability (whether obvious or not), please inform your Instructor about it (details will remain confidential - in the case of emotional disabilities/issues, do not go into details beyond existence and what is necessary and how it can be worked out within The University structures), and discuss any special needs that you have and how to go about meeting them. (If you or I suspect that you have a disability, with your permission we should discuss this.) We appreciate additional information regarding your situation and suggestions as to how we can accommodate you.

Athletes: Get me your documentation about scheduled absences relevant to the course and indicate your name on the letter. As always, you are still responsible for missed material.

Focus Group(s): We can set up a focus group for feedback in each section of the course. We can organize these in the second week of class.

Course Evaluations: We do run a course evaluation towards the end of the course, but I like to get feedback well in advance to improve the course as we go. Though not every suggestion can be implemented, *I do want your feedback, anytime, so, please provide it.* I need to know if you are not learning. Learning how to program can be tricky. [Please note that input is acceptable with no fear of retribution. I have never, nor ever will act dishonerably toward anyone with honest feedback. I appreciate the feedback.]

Questions: Just ask, either in or out of class. Don't be shy. If it's tangential to the course topics, we can discuss it later outside of class. Generally if we're in the office, we're available.

Problems/Issues: If you have any problem(s) or issues that may impede your performance in this course (especially medical, emotional, or learning complications), please bring it to your Instructor's attention as soon as possible. He or she will be as flexible as possible to make this course work for you.

Learning Performance (Success) Policies, Issues and Ideas and Test Preparation

These appear in the following documents
mist4600learningapproaches.html
mist4600testtaking.html

Also, see the Day1 Activities document (**mist4600day1activities.html**).

Recommended Courses and Activities for MIS and Other Business Majors

This list will come as a bit of a surprise to many, but these courses are useful for MIS, and even any business major in his/her future careers. When you earn a degree with a major in the Terry College of Business, employers expect you to be competent in your discipline. These courses take you beyond that. Note, you may find that some courses are not offered at UGA as academic ones, but the knowledge and skills are invaluable.

- Speech Communication
- Interviewing (Journalism)
- Reporting (Journalism)
- Technical Writing
- Creative Writing
- Languages
- Acting (Theater)
- Improvisational Acting/Comedy (learn to think on your feet)
- Courses that broaden your view of the world: art, history, literature, performing arts (music, etc.), political science, sports (golf, dance, etc.).
- You should also read (not just business-oriented books) fiction, nonfiction, and current events.

Acronyms and Readings

Acronyms: Many people, especially computer novices, feel that the world of computers has a vast number of acronyms. It seems like computer people are using a whole different language (they probably are). I have put together a fairly comprehensive list of acronyms (www.terry.uga.edu/people/jaronson/acronyms/acronym.html).

Readings: Much of today's technology appears in science fiction writings, movies, and television shows in the past (have a look at Jules Verne's work). For example, many envisioned flying heavier than aircraft (first demonstrated in 1903 - and in Luckenbach, Texas around 1880), space flight (Verne wrote about it a long time ago), light beams with incredible power (lasers), time travel and teleportation devices. Laboratory work has produced: 1) successful teleportation of a beam of light (reported in December 1997 by a group of Swiss scientists), and 2) detection of very small particles traveling backward in time. I have put together a list of suggested science fiction (and managerial) works (www.terry.uga.edu/people/jaronson/readings/readings.html).

Final Notes

The most interesting thing that a student once said at the start of the first class about why he was in the class was: "It's because I didn't do all those things you mentioned so I could succeed in the class. I flunked it last semester and I'm here now." What I have included in the Course Policies,

Course FAQs, and the rest of the Syllabus and Course Materials is information about how to succeed in the course. I are very much looking forward to your learning computer programming, and know that together we can make this an enjoyable and beneficial experience!

And, if you have ideas about what might work better for you or others in the class, bring them to my attention. I am open to suggestion and continually learning. Do let me know.

<<IMAGE>>

Near Bogotá, Colombia, Guatavita Laguna, June 24, 2007

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

View of Bogotá, Colombia from the Summit of Monserrate

Course Learning Objectives

Course Objectives

- The goal is for every student to become a competent and capable computer programmer.

General Course Behavioral Objectives: After completing MIST 4600, you should

- Understand how to approach a problem and determine how to solve it through the development of a computer program.
- Be familiar with the concepts of computer programming and problem solving to the point of understanding how to develop a method for solving a problem and implement it so that it runs effectively and efficiently.
- Understand classes, objects, and methods and how they can be used to implement solutions to business problems.
- Develop critical thinking skills in determining what types of problems can be solved effectively with what types of computer methods, why it can be done, and how it can be done.
- Start to identify new technology and its appropriateness for solving specific, practical problems.
- Develop practical Java skills in developing practical implementations.

Specific Course Behavioral Objectives: After completing MIST 4600, you should be able to

- Understand how to program as an effective vehicle for problem solving.
- Understand the importance of programming to the development of information systems.
- Understand the step-by-step nature of designing, writing, and executing a computer program.
- Discuss the importance of classes and objects to good program design.
- List the types of programming structures used to write programs.
- Understand the difference between procedural and object-oriented programs.
- Develop the logic to solve a problem and then write and run programs using Java to implement that logic.
- Develop programs in Java to solve business problems.

Outcomes - Specific Knowledge to Demonstrate: To pass this course, the student must master the following (this list is necessary, but not sufficient):

- Be able to develop algorithms, write pseudocode, and implement Java applications comparable to those demonstrated and described in class and in the texts.
- Understand and use the three control structures of modern computer programming: 1. Sequence; 2. Selection (If-Else); and 3. Repetition (Do, While, and For Loops)
- Be competent in the use of one dimensional arrays (X[3]) and multidimensional arrays.
- Understand the difference between class and object methods and fields and how to create and use them.
- Be competent in connecting to and extracting information from databases.

Skills and Concepts

Computer programming is a skill that is basic to a thorough understanding of management information systems and their development. The concepts of computer programming and object orientation are conceptual building blocks for thinking about information systems. This course should be viewed as one of the cornerstones upon which all subsequent MIS activities are based. Skills and concepts you learn in this class will be applied again and again throughout your college and IS careers. Consequently, you should expect to work hard in this course to develop these skills. It is expected that students will spend a minimum of 10 hours per week reading and working on assignments outside of class. **But**, it is important to note that the amount of time required to master the material varies by individual. From personal experience, we know that it is possible for (almost) anyone to master the course concepts and perform at a high level. It only requires time, energy, effort and patience. Do not fall behind. Keep up with the class and put in whatever effort it takes.

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

Test Taking Preparation, Approaches and Strategies

Here are a few ideas that have proved helpful in preparing, approaching and developing strategies for test taking in MIST 4600. The first set involves good practices for mastering the material. Like for sports practice, musical instrument practice and acting rehearsals, they prepare you for the big event: the game, recital, or performance! You have to practice so you can perform well when it counts! Some of these are fairly recent in terms of real psychological research.

Continuous Preparation:

Long before you approach a test, you should already have done the following:

- Determine the best approach for your learning and practice it continuously. Generally in this class, there is a lot of hands-on work: experiential learning.
- Plan on spending extra preparation and homework time on this class. It is oftentimes more difficult than most that you have probably taken so far.
- Come to every class, pay attention and participate (unless you are ill).
- Pay attention to seemingly tangential material.
- Try the examples we developed in class on your own, from scratch.
- Keep up with the class (don't fall behind) and put in the amount of effort it takes for you to master and apply the concepts.
- Come to the help/review sessions with interesting questions. If you are not sure what to ask, chances are good that others will ask questions that will invoke your learning.
- Read the chapters in advance and try out the various programs in each chapter as you go.
- Do as many of the end of chapter exercises and programming problems that you can.
- Practice peer learning with the above. Go over each class with your course buddies and try out material with them.
- Plan on spending extra time on the following, specific difficult programming concepts: selection (if then else), loops (do while for), arrays (multidimensional data structures), error trapping (Throw and Catch), object/modular code design (Java in general), and database access (to an mdb file).
- Do not plan on doing all of your exam studying the night before. It will not work.
- If you had planned to coast through this course and do minimal work (i.e., little or none of the above), right before the first exam is a good time to withdraw so you won't flunk.
- When you are stuck in understanding something, contact your buddies to get over conceptual humps.
- Don't start studying for an exam the night before it.

Specific Preparation:

Now that you have an exam coming up in about a week, you can be thankful that you have done all of the above (except for the last one). You can now focus on the following:

- Focus on the latest material since the previous test. Even though new material almost always builds from the previous material, the focus on each exam is primarily weighted on the new material.
- Review as much relevant material as you can from the texts, lectures, and help/review sessions.
- Reread the chapters and review the end of chapter exercises: implement them alone and with your course buddies. There is no substitution for hands-on implementation.
- Retry the examples that we did in class and that appear in the text.
- *Peer Learning:* Discuss difficult conceptual and implementation ideas/concepts/issues/etc. with your couse buddies. Chances are good that most of you share the same difficulties.
- *Peer Learning:* Work with your course buddies to dream up sample exam questions. Then solve them.
- *Plan ahead:* Start studying a week before the exam and make up a study plan. Then follow it.

Some additional things to do:
These last few may seem weird, but have been proven empirically to boost exam scores and creativity in problem solving:

- Get a good night's sleep before the exam.
- Eat a high protein meal (in our case, lunch) before the exam (we're talking meat, chicken, fish, beans, soy, etc.).
- Watch or read something funny right before the exam (scientifically speaking and empirically proven, this opens up the creative processes in your brain.).
- As you are about to start the exam, smell some peppermint, eat a peppermint mint, or chew some peppermint gum (again, scientifially speaking and empirically proven, peppermint also opens up the creative processes in your brain).
- Do not wear revealing or provocative clothing.
- Give up alchohol and illegal drugs.
- Adopt a healthy life style including healthy eating and regular exercise.

MIST 4600
Computer Programming in Business
JE Aronson

<<IMAGE>>

(Image source: www.geomagsa.com)

Course FAQs (Frequently Asked Questions)

Specifics are generally described in detail in the Course Policies.

ATTENDANCE ISSUES AND KEEPING UP:

Q: Why does this course seem to take so much more time and effort than others that I have had taken or am taking now?
A: This is the first of two courses in the MIS major. It is very hands-on and typically involves difficult (but doable) concepts and implementations. It typically requires a lot more work than most students expect. That's why I continually warn you all that this is to be expected and you should hit the ground running and keep up. I do my best to make it doable, but you have to meet me halfway. People who succeed in this course typically listen to this advice. People who do not succeed think that they can coast through this course: generally an impossibility!

Q: I missed a lot of classes, will this hurt my grade?
A: Yes! (Especially if you missed an exam!)

Q: Yes? Please explain.
A: Coming to class indicates your participation and willingness to be part of the learning process. It is the number one predictor of class success. I want you to come to class. Whether you have seen this material before, or not, coming to class will still accurately predict your overall course success.

Q: But I already know all this stuff, should I still come to class?
A: Yes. You can teach it to your peers. That way, you'll really learn it well and can tutor next semester. Also, you will know what we are doing.

Q: So, what is your attendance policy then?
A: Coming to class indicates interest and leads to more effective learning. But, I am ***not*** going to take attendance. In the past, I took attendance in this course and most of my others. I recognize that you are an adult and can decide for yourself if you think coming to class is relevant. (Or as I have often heard "shoot yourself"as a substitute for "suit yourself.") I presume

that you are responsible for your own learning. Again, *you are responsible for your own learning!* I actually am not presuming this so much as demanding this. You are responsible for keeping track of where we are and what we are doing (if you miss a class, get with your course buddies, I don't repeat lectures for missed classes). If you plan to miss a lot of classes, you should plan to be a good self-learner. If you are ill, get with your course buddies as well. If you have an extended illness or issue, let me know what we need to do to put you back on track.

Q: Should I contact you if I will or did miss class?
A: Typically, ***no***. There is no way to make up a missed class with me and I do not cover the material twice. Contact one of your course buddies to find out what we did. We post and email information on a regular basis about what we did and will be doing. Do contact me if you miss an exam. If you are involved in something life-threatening or emotionally draining, deal with the issues first. Contact me last.

Q: But, if I miss class, can I somehow get the audio recordings?
A: Yes. I plan to record each class and post it to WebCT (this may change later in the semester). Bear in mind that there may be technical problems, so although most classes will be recorded, not all will be.

Q: What happens if I get really sick and miss a lot of school?
A: When you return to campus, come see me with a copy of your documentation (to give me) and we can discuss what you need to do.We will attempt to work something out to make the course work for you.

Q: Then, generally, you don't care if I miss class? Why not?
A: It may seem like I don't care whether you miss class or not, or why, but I actually do care and there are, of course, valid reasons for missing class. And it is hypercritical to help out friends and deal with emergencies, health and even flat tires. Those are givens. **BUT**, the sheer volume of handling missed class excuses precludes me from being able to read a lot of creative writing about what happened in most circumstances ane so I don't take attendance. This is especially true of early morning classes when people like to sleep in or end up sleeping in for a variety of reasons..

Q: So, what's the deal with any in-class activities and/or quizzes?
A: Well, although I don't take attendance, these do count as credit towards your final grade as part of the instructor discretionary points. You'll have to be in class when we do these to get credit for them. And, **you cannot make them up.**

Q: I was doing great and suddenly I fell behind. What can I do?
A: Do some peer learning and get with your course buddies to learn the material together. Teach each other. Definitely attend the extra help/review sessions we offer. Perhaps get a tutor, and do spend more time on the class. You can't rush the learning process. It takes time. Oh, and come to class!

MISSED EXAMS, LATE HOMEWORK, LATE SUBMISSIONS IN GENERAL:

Q: What are valid excuses for missing an exam?
A: First off, you need proof. Valid excuses include illness (physical or emotional), serious illness of a family member, death in the family, getting drafted into military service, jury duty, civic elections, and we'll even consider a couple of interviews, but not to an extreme. Even so, if you miss too many exams, it is as if you did not take the class, and therefore may earn a not such great grade.

Q: If I miss an exam, will you give me a makeup exam?
A: No, not specifically for the one you missed. There is a single, comprehensive makeup exam at the end of the semester. You can miss and make up credit for at most one exam with a valid excuse by taking the makeup exam.

Q: How about missing any in-class experiential work or quizzes?
A: No. You cannot make up in-class work.

Q: Do you drop the lowest exam score?
A: No.

Q: Do you drop the lowest homework score?
A: No.

Q: Do you accept late homework?
A: Yes, but only up to 12 hours after it is due with a 50% penalty. After that, no (NO exceptions).

Q: What if I have a problem with submitting my file(s) to WebCT. Say I attempted to upload a file and WebCT did not work. Or, I could not access WebCT from where I was? What if I submit the wrong file for an exam or assignment? Etc.?
A: Sorry. I cannot accept late work of any kind regardless of the reason. Even though most students are honest, there have been cases in the past where a file was claimed to have been last worked on before it was due, and it was not true. Unfortunately, it is too easy to falsify date and time stamps on files. Therefore, I cannot accept late assignments due to problems submitting files. If you were at an exam, and submitted the wrong file, even though you may have backed up the correct file, I cannot accept it. You can take the make up exam at the end of the semester to cover the problem.

It is your responsibility to ensure that the assignment or exam file was uploaded AND submitted properly. We will practice doing this beforehand.

Q: But what if I still have the file on my flash drive? Why won't you accept it?
A: See the above.

SUBMITTING ASSIGNMENT AND EXAM FILES

Q: How do I submit my homework?
A: ONLY through WebCT (never by email). There is an "Assignment" that you click on if you are on time. Towards the bottom of the document you can submit by clicking on the appropriate link. You must **UPLOAD** the file first, then **SUBMIT IT**. Most of our submitted work will need to be zipped first because the software system we uses creates project folders containing many files.

Q: What if I submit an assignment and I want to resubmit it before it is due because I want to improve it?
A: WebCT lets you submit more than once. It only retains the latest file submitted.

Q: So, if I like what I initially submitted, I only have to submit it once, right?
A: Right!

Q: If I submit an assignment, why isn't it graded yet?
A: The grading is a manual process. It still takes us time to read the assignments and grade and post the results. And often the posting of the results is an independent step from the grading step.

Q: What if I upload and submit an open file to WebCT? WebCT will say it is OK, but sometimes they are empty files?
A: It is dangerous to submit open files. Always close the file before you submit it or email it.

FILE BACKUP:

Q: Why is a jump (flash) drive required for this course?
A: Most of us work in several locations. You will need to to move your files around and to back up your work. When you turn off most machines in the computer labs, the hard drives are wiped clean. See the next FAQ.

Q: What if I lose all my files that I was going to submit for an assignment or exam.
A: There is no way for me to know that you really did the assignment. Why didn't you back them up to your Jump drive, which is required for this course? Basically, you are out of luck. If you didn't save them or back them up and your system crashes, they are probably gone. Back your work up regularly. It looks like you earn a zero (0) on this assignment.

Q: What if I lose my jump drive?
A: Same as above.

Q: But that's not fair!
A: Really? Go buy a jump drive, today so that it will not happen (again).

Q: OK, so I lost my files, now what?
A: Well, you'll still have 12 hours to turn it in for 50% of the original score. I have found that no matter how complex an assignment was, replicating it can be done extremely quickly if you really understand what the concepts are all about. Redo it and take the penalty.

Q: What if I can't get my act together to work on it because I have other commitments?
A: Then, you will earn a zero on the assignment.

COURSE MATERIAL LOCATIONS AND GRADING:

Q: Where are the course syllabus and other materials?
A: The current set is on the WebCT courseware site. This can be reached from webct.uga.edu. Material on the Web at http://www.terry.uga.edu/~jaronson/mist4600/ is static (will not be updated). Updates will only be made on the WebCT courseware site.

Q: How do I get to the course WebCT site?
A: Go to the Web site and log in.

Q: What is my WebCT ID?
A: It is the same as your UGA MyID.

Q: How about my WebCT password?
A: It is the same as your UGA MyID account's password.

Q: What if I want to change my password for WebCT?
A: You can't, but you can change your password for your MyID and that will change your WebCT password. EITS (the UGA campus computing organization) handles this.

Q: Who do I contact if I have problems with WebCT?
A: I can add or delete you from the course. For any other problem, you must contact the EITS Help Desk at (go here for WebCT specific help:) www.eitshelpdesk.uga.edu/index.php or the main number at 706.542.3106.

Q: I know you put announcements for the class on WebCT. Sometimes you email announcements and other class information. I haven't been getting those. What is going on?
A: You must check your WebCT mail for course mail.

Q: Where are grades posted?
A: Only on the WebCT courseware site. You may have to activate the MyGrades area to view it. It is a secure site. If you need help, ask someone in the class or someone in the SMIS organization who has gotten it to work properly, or email help@terry.uga.edu. I cannot show you how to do this because I do not have access to this particular view of the course.

Q: Is it possible for the grading scales to be different in from one section to another (when there are multiple sections)?
A: Yes. Technically, each section of the course is a different course. My sections generally are comparable, but NOT identical. Exams, assignments, quizzes, final grading scheme though comparable are different. If there is more than one instructor teaching different sections, the sections may be coordinated, or not. The textbooks, examples, exams, assignments and other

aspects of the course may or may not be the same. Because each instructor may emphasize different topics, students in each section may perform differently. So even the grade cutoffs for As, Bs, Cs, etc. may be different. Just assume that the sections are independent courses.

EMAIL AND CONTACTING ME:

Q: When you send email to the entire class, how do I get it?
A: WebCT has its own email system that makes it easy to send email to everyone. I plan to use it. If this changes, I will let you know.

Q: So, you expect us to get into WebCT every day to check announcments and email?
A: Yes.

Q: How do I get in touch with you directly in case of emergency?
A: The best bet is to send an email to me directly at jaronson@uga.edu. You **must** put "MIST4600: " at the start of the subject, and include a meaningful subject (tell me in the subject what you are asking/telling me - be direct). You **must** include your name (ideally as a signature at the bottom of the message). You may also drop in during my office hours or schedule an appointment. Or call my office at 706.542.0991.

Q: Why do you want that information in the subject and my name?
A: Your email is a business correspondence. If you were attempting to use email to get a job and indicated a subject of "Hey" and simply had the message "What about that job?" with no information about the job or a signature, there is no context for the recipient to determine what you are asking about and who you are (and you would not get the job; if you had it, you would probably be fired). Professional email etiquette demands what I am asking you for. In addition, good grammar and spelling is important. But, the most important issue is that I teach more than one course, each with multiple exams, quizzes and homeworks. I need context from you to be able to answer your question or request.

Q: What if I leave out that information?
A: I won't know what you are asking or requesting. In the past, I spent untold hours trying either to figure out who you are and/or what was being asked in email, or I repeatedly asked for additional information. Sometimes I will ask you, but I may not. It wastes your time and my time. I may simply delete the message.

Q: So you really might not reply to me if I don't sign the email, make the subject meaningful?
A: Right. I will probably delete it. Or, the mail server or client may assume that the email message is spam and delete it for me.

Q: So, I want to contact someone in the class, but don't recall his/her email address. How can I find it?
A: You can either use the WebCT internal email system, or look them up at the UGA Web site (www.uga.edu). Go to Search and type in his/her name in the People box.

Q: What if I forget his/her name?
A: You are out of luck!

ACADEMIC HONESTY:

Q: What is the deal with Academic Honesty and Academic Dishonesty?
A: Those of us who have taught for a long time and new instructors realize that Academic Honesty is a critical issue here at UGA. We will remind you all on a regular basis, but **it is your responsibility to conform to the Academic Honesty policies of The University**. Among other things, that means that you cannot copy anyone else's work; you cannot give someone your work to copy; you cannot lie about when you completed an assignment; you cannot lie about the reason for taking an exam later or a makeup exam; you cannot copy exam answers from others; you cannot give anyone else exam answers; you canot presume that group work is appropriate unless it is specifically stated in the assignment or announced in class; you cannot put a group's nonperformer's name on an assignment for credit when he or she clearly did not do any of the work on a group project. Finally, if you have not been through the formal stages of the Academic Dishonesty Process here on campus, I can tell you that although it is an extremely fair process, it is also heart wrenching for both students and faculty to deal with a poor choice on the part of one or several students face-to-face.

GENERAL AND MISCELLANEOUS:

Q: What about SMIS meettings?
A: You must attend a preset number of SMIS meetings as part of this course (schedule available at www.ugasmis.org). You must sign in as an MIST 4600 student with my name listed as the Instructor on a signup sheet at the meeting. An SMIS officer will have this signup sheet and will forward to me the information about who attended. I will not have the raw signup sheets, so if you are not given credit, you will need to contact the SMIS person who has them, not me. Do get to these early in the semester. If you are taking more than two MIS courses, you do not have to attend twice as many meetings.

Q: I don't know anyone in the class. How can I get a course buddy.
A: Introduce yourself to the people around you and ask them to be your buddies. Don't be shy. We are all learning this material together.

Q: Why is class cancelled if the Clarke County Schools are closed even though the University may still be open?
A: On the third day that I drove to campus when this occurred, a bus and a jackknifed tractor trailer skidded down the hill on Broad Street near campus towards me. I realized that if it is too risky for me to get to campus because the roads are slick, it is too risky for you to get to campus, too. We don't need to risk our lives for learning. We can learn later. Borrow a tray from one of

the cafeteria and go traying down the hills on the snow.

I want us to explore the development of a new set of policies for cell phone and PC use during class. These policies may change.

Q: Why do I have to bring a bag of candy to class if my cell phone rings?
A: It seems fair that since you disturbed everyone, you should have a penalty that involves everyone's benefit. If your phone rings and you don't answer it, I might look for it so we know it's yours. Playing games or checking email or surfing the Web - or basically doing anything not class-related, the bag-of-candy rule applies. It is extremely distracting to other students if you are tapping on the keys.

Q: What about notebook computer, PC and PDA use?
A: If you're taking notes, that's fine. Otherwise you're disburbing people.

Q: There are people talking loudly enough to disturb me in class. What should I do?
A: Ask them to be quiet, at most twice. If they do not, involve me. I have a low tolerance for this. I will administratively drop people out of the class or automatically fail them if they repeatedly disturb others focused on learning.

Q: I noticed some people working in the classroom during class, but they are not in the class.
A: Tell them that they have to leave. If they do not leave, then tell me and I will throw them out.

Q: Why do you encourage active learning and note taking?
A: These, along with attendance, are the most important criteria for course success.

Q: Why do I have to take this course? I don't want to be a programmer.
A: This course provides a foundation for MIS understanding and vocabulary. You can't call yourself an MIS major, and you can't get the degree unless you know how to program. Company and other recruiters expect that, as an MIS graduate from the Terry College, you will have a set of fundamental knowledge that includes what we cover in this class.

Q: Do you spend a lot of time preparing to teach?
A: Actually, yes. A lot of work goes into making course material coherent/understandable, and producing a cohesive lecture, demo, in class activity, panel, and/or role playing exercise that makes sense, is timely, and is done on time. Most students don't realize that it takes most professors about 6 hours of preparation for a single hour (a 6:1 ratio) of in-class material used for the first time After that, the ratio may drop to 3:1, and finally, maybe to 2:1. This doesn't include replying to and creating course email, exam preparation and grading, etc.

Q: I notice that sometimes you seem to have difficulties with using software in class. How can this happen since you certainly must know everything about the software and programming?
A: Sometimes there are subtle differences in the way software systems are configured in the classroom, versus how they are configured in my office and even at home. Sometimes, a slightly newer software release operates differently than past ones did. And, sometimes upgrades to the

operating system (Windows, Vista, etc.) can have the same effect. When these events occur, please be patient. This is a given factor in using any technology and is not a result of lack of preparation. It is the result of surprise. This is a good example of how the real-world impacts technology use. I hope you will have these experiences here at UGA so you will get used to them, instead of frequently on the job.

Q: What courses outside the major do you recommend for a busines or even an MIS major?
A: Surprisingly, I recommend theater, public speaking, communications, and journalism courses on interviewing, reporting, technical and creative writing (And improvisational acting/comedy workshops; businesses promote these: there is value in being able to 'think on your feet.'). These will help you pick up important skills that you don't normally get within the MIS major or business courses. Recruiters look for these skills. They know that you know the MIS stuff. Also, take something that you really enjoy so that you'll have something else to talk about with recruiters and future work colleagues. Develop a hobby or outside interest..

Q: Why don't you have standard, formal suit and tie photos of you on your Web and course Web sites?
A: I got tired of using them. I thought it would be more interesting to show you photos of me in more interesting places around the world doing more interesting things (like in Grand Cayman Island, Key West, France, The Netherlands, Costa Rica, Colombia, etc.).

<<IMAGE>>

Sea Turtle Farm, Grand Cayman Island, December 2004.

MIST 4600: Computer Programming in Business
JE Aronson

<<IMAGE>>

Left: On a Canopy Bridge; Right: at the Continental Divide
Monteverde Reserva Biological, Monteverde, Costa Rica (near UGA's Ecolodge), July 23, 2006

Important Course Topics

MIST 4600: JAVA/PROGRAMMING: THE IMPORTANT TOPICS

are explicitly stated as topics in the textbooks; some are specific to Java. This is a fairly rough list.

(Some of these can be read as Course Objectives by preceding with "The successful student will understand how to apply...")

Course Introduction (Course Members, Objectives, Description, Structure, Policies, and Day 1 Activities)
Introduction to Problem Solving and Problem Solving Through Computer Programming
Problem Solving Focus, then Objects (Crawl, then Walk, then Run, then Drive)
IPO (Input/Processing/Output) Diagrams (Tables) -- Use Paper, Use Excel
Prototyping (Excel and Paper) Leading to Computer Coding
Understanding that (Usually) a Specific Computer Language is Not Critical, but that Each has Its Own Syntax and Grammar
Pseudocode
Algorithms
The Structure Theorem
- Sequence
- Selection
- Repetition
- (and an occasional 'goto' or 'early termination/exit' - just because it isn't clean and elegant, doesn't mean it isn't effective or efficient)

Arrays (Java)

Object-Think:
- Object-Oriented Design
- Modularization
- Modularization: Communication, Cohesion, Coupling
- Objects
- Classes
- Methods
- Inheritance

Object Collections (Java)
Debugging
Testing
Error Trapping
Java Documentation and Help
BlueJ / IDEs (Integrated Development Environments)
Implementation Issues (Stupid User Tricks)
Input/Output (User)
Input/Output (Files)
Database Access (Query) and Modification

Textbook Chapter Titles

(For your convenience)

(R=) Robertson, Lesley Anne, *Simple Program Design: A Step-by-Step Approach*, 5th edition, Thomson/Course Technology, Boston, MA, 2007 (ISBN: 10: 1 42 390132 0 and 13: 1 42 390132 7).

R01 Program Design
R02 Pseudocode
R03 Developing an Algorithm
R04 Selection Control Structures
R05 Repetition Control Structures
-- R06 Pseudocode Algorithms using Sequence, Selection and Repetition
R07 Array Processing
R08 First Steps in Modularisation
--R09 General Algorithms for Common Business Problems
R10 Communication between Modules, Cohesion and Coupling
R11 An Introduction to Object-Oriented Design
R12 Object-Oriented Design for More than One Class
R13 Object-Oriented Design for Multiple Classes
Appendix 1 Flowcharts
Appendix 2 Special Algorithms
Appendix 3 Translating Pseudocode into Computer Languages

(GM=) Gaddis, Tony and Godfrey Muganda, *Starting Out with Java: From Control Structures through Data Structures*, 1st Edition, Pearson Addison Wesley, Boston, MA, 2007 (ISBN: 0-321-42102-7).
GM01 Introduction to Computers and Java
GM02 Java Fundamentals
GM03 Decision Structures
GM04 Loops and Files
GM05 Methods
GM06 A First Look at Classes

--GM07 A First Look at GUI Applications
GM08 Arrays and the ArrayList Class
GM09 A Second Look at Classes and Objects
GM10 Text Processing and More about Wrapper Classes
GM11 Inheritance
GM12 Exceptions and More about Stream I/O
--GM13 Advanced GUI Applications
----GM14 Applets and More
--GM15 Recursion
--GM16 Sorting, Searching, and Algorithm Analysis
----GM17 Generics
--GM18 Collections
GM19 Array-Based Lists
----GM20 Linked Lists
----GM21 Stacks and Queues
----GM22 Binary Trees, AVL Trees, and Priority Queues

Appendices A-L --- On the CD-ROM in the Book

These ones will probably prove helpful:

GMF More about the Math Class
GMG Packages
GMH Working with Records and Random Access Files
GMK Answers to Checkpoints
GML Answers to Odd-Numbered Problems

Case Studies 1-7 --- On the CD-ROM in the GM Book

MIST 4600: Computer Programming in Business

JE Aronson

<<IMAGE>>

Keystone, CO, August 2007

Course Wisdom and Knowledge Page
or
What Really Works!

Here is a collection of Wisdom gathered over the ages about how to learn programming. What really works. My goal is to pull items from a discussion list on Course Wisdom and Knowledge and to post them here. I think we'll set up a blog to get this going.

1. Obviously: read and understand the course information in the syllabus and related materials that the Instructor has posted.

MIST 4600
Computer Programming in Business
Possible Course Tutors

The following individuals have volunteered to make their services available for tutoring for a fee to help students in MIST 4600.

MIST 4600 Tutors	
Name	**Contact**
Jordan Spivack	Email: jspivack@gmail.com Tel: 706.207.4974
S	Email: x@uga.edu Tel: 706.
J	Email: x@uga.edu Tel: 706.
Di	Email: x@uga.edu Tel: 706.

Any arrangement made between a student in the class and any of these individuals is strictly private and not the responsibility of the course Instructors. We neither recommend nor set up arrangements with these individuals. We only provide names and contact information for the individuals named above.