**INSY 6392:** Selected Topics in Information Systems

Fall 2014

**Instructor(s):** Sridhar Nerur

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**Office Hours:** Wednesday 5:15 to 6:45 p.m.

**Section Information:** INSY 6392-001

**Time and Place of Class Meetings:** Monday 9:30 a.m. to 12:20 p.m.; COBA# 535 (Conference Room)

**Description of Course Content:** The primary objective of this course is to expose students to research issues in software development, including object-oriented analysis & design and agile methodologies. The articles used in the course are drawn from premier publication outlets such as MISQ, ISR, and IEEE Transactions on Software Engineering. In addition, the readings include a number of articles from small-group research that deal with group dynamics, team cognition/mental models, transactive memories and creativity in teams. Research in the nascent area of analytics will be introduced as well.

**Student Learning Outcomes:**

Upon successful completion of the course, the student will be familiar with:

1. various research issues in software development approaches;
2. methodologies that have been used to explore a variety of research questions related to software development;
3. research ideas from other areas (e.g., small-group research) that could be employed in IS research; and
4. research opportunities and challenges in the area of analytics.

**Required Textbooks and Other Course Materials:** There is no required textbook for this course. Discussions will be based on research papers.

**Descriptions of major assignments and examinations:**

Your grades will be based on your performance on two exams (a mid-term plus a final), class participation, and a research paper. Details will be discussed in class.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, I have decided that attendance is not mandatory; however, you are strongly encouraged to attend class. Please note that you are responsible for all the materials that are covered in class.

**Grading**:

The distribution of points is as follows.

|  |  |
| --- | --- |
| Exam 1 | 10% |
| Final Exam | 20% |
| Class Participation – paper discussion and research questions | 30% |
| Research paper presentation | 10% |
| Research paper | 30% |
| **TOTAL** | **100 %** |
|  |  |
|  |  |

**Your final grade will depend on how well you performed relative to others.**

**Make-up Exams**: Only under extenuating circumstances (e.g., medical emergency, work-related travel) would make-up exams be given.

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend a fair amount of time in reading required materials and preparing for classes.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

<https://www.uta.edu/policy/procedure/7-6)>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

Important Notes:

**Class participation**: We will discuss at least 3 empirical/conceptual papers per class. It is imperative that you read ALL the papers before you come to class. Each article will be assigned to a student who will be responsible for leading the discussions on the paper. The student responsible for the paper will make a formal presentation (use powerpoint slides, but DO NOT READ FROM your slides) that addresses the following points:

1. A summary of the paper
2. Brief review of the background literature that was used in the paper
3. Research model and methodology used (if any)
4. Conclusions and findings
5. Strengths and weaknesses of the paper
6. Ideas for extending the paper

**Research Paper and research paper presentation:** 40% of your grade depends on your ability to write a research paper and present it to the class. The topic that you choose should be in your primary field of research. From my perspective, the exercise of writing a paper should:

1. Give you an opportunity to identify and research a potential dissertation topic; and
2. Enable you to submit it to a conference or a journal for possible publication.

The general format for the research paper is as follows:

Abstract: Provide a high-level summary of your research (150-200 words)

Introduction: Try to answer the following questions:

1. What is the motivation for the study?
2. What are the research questions?
3. Why is it important to address these research questions?
4. What are the objectives of the paper?
5. What are the contributions of the paper?

Background literature: Are you using a reference discipline? Is your research anchored in some theory? If you plan to formulate a research model, clearly provide the references that support your arguments/logical conclusions, etc.

Research Model (if any)/Propositions

Findings/Results (if any)

Summary & Conclusions

References

FAQs: Length of the paper: 20-25 double-spaced

Font: Times New Roman, size 12

Listed below are some interesting topics:

Cloud Computing – implications for organizations, change management issues, economics of cloud computing, comparison with outsourcing, etc.

Software development practices – going beyond agile, performance of teams, mental models, distributed computing challenges

Project Management – traditional project management versus software project management, distributed project management

Social computing/networking – human-computer interactions, collaborative development, social impact, impact on learning and acquisition of knowledge

IT governance – role of CIO, impact on change management

Health Care Management – change management, IT architectures, governance, productivity/effectiveness

Philosophical perspectives on IS – new modes of thinking, Eastern philosophies

Design issues – what constitutes good design (of anything!)?

Sociotechnical systems – implications for future systems

Holistic approach to computer security

Supply chain management – cooperation/trust/social networks

Agile enterprises, dynamic capabilities, time pacing, innovative organizations, lean organizations

Towards self-organizing organizations

Ethical Issues

Managing paradoxes

Applying Systems Thinking to the design of IS

Social Media – Analyzing data from Twitter, Facebook, LinkedIn, Blogs, etc.

**Course Schedule**

|  |  |
| --- | --- |
| **DATE** | **Topic** |
| **8/25/2014** | Introduction |
| **9/01/2014** | Software development - Agile |
| **9/08/2014** | Experiments in pairing |
| **9/15/2014** | Software development |
| **9/22/2014** | Software development |
| **09/29/2014** | **Analytics** |
| **10/06/2014** | MID-TERM |
| **10/13/2014** | Research on teams |
| **10/20/2014** | More analytics |
| **10/27/2014** | More analytics |
| **11/03/2014** | Networks |
| **11/10/2014** | Software Development |
| **11/17/2014** | Software Development |
| **11/24/2014** | Work on your research paper |
| **12/01/2014** | Research presentations |
| **FINALS** |  |

NOTE: *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – SridharP Nerur*

**Readings**

September 1, 2014: Main Theme: Agile Concepts

1. Nerur, S., Mahapatra, R. and Mangalaraj, G, "Challenges of Migrating to Agile Methodologies", *Communications of the ACM*, Vol. 48, No. 5, May 2005, pp. 72-78.
2. Nerur, S. and Balijepally, V., “Theoretical Reflections on Agile Development Methodologies,” *Communications of the ACM*, March 2007, Vol. 50, Issue 3, p. 79-83.
3. Nerur, S., Cannon, A., Balijepally, V. and Bond, P. “Towards an Understanding of the Conceptual Underpinnings of Agile Development Methodologies,” Dingosoyr, T., Dyba, T. and Moe, N.B. (eds.,) in *Agile Software Development: Current Research and Future Directions*, Springer-Verlag Berlin Heidelberg, 2010, 15-29.
4. Mangalaraj, G., Mahapatra, R., and Nerur, S., “Acceptance of Software Process Innovations –The Case of Extreme Programming,” *European Journal of Information Systems*, 18(4), August 2009, 344-354.

September 8, 2014: Main Theme: Experiments in pairing

1. Balijepally, V., Mahapatra, R., Nerur, S., and Price, K. “Are Two Heads Better Than One for Software Development? The Productivity Paradox of Pair Programming,” *MIS Quarterly*, 33(1), March 2009, 91-118. **(ADEL)**
2. Mangalaraj, G., Nerur, S., Mahapatra, R. and Price, K. “Enhancing Software Design Task Performance: An Experimental Investigation of the Role of Design Patterns and Collaboration,” *MIS Quarterly, March 2014*. **(RAHUL)**
3. Balijepally, V., Nerur, S. and Mahapatra, R. “Effect of Task Mental Models on Software Developer’s Performance: An Experimental Investigation,” to appear in the Proceedings of the 45th Hawaii International Conference on Systems Sciences, January 2012. **(**Fereshteh**)**

September 15, 2014: Software Development

1. Alavi, M. (June 1984). “An Assessment of the Prototyping Approach to Information Systems Development,” Communications of the ACM, Vol. 27, No. 6, pp. 556-593. **(Koffi)**
2. Sircar, S., Nerur, S., and Mahapatra, R., “Revolution or Evolution: A Comparison of Object-Oriented and Structured Systems Development Methods,” MIS Quarterly, Volume 25, Number 4, December 2001, pp. 457-471. **(Adel)**
3. Bonner, N., Teng, J. and Nerur, S. “The Perceived Advantage of Agile Development Methodologies By Software Professionals: Testing an Innovation-Theoretic Model,” Americas Conference on Information Systems, AMCIS 2010 proceedings, 2010. **(Rahul)**

September 22, 2014: Software Development

1. Agarwal, R., Sinha, A., and Tanniru, M. “Cognitive Fit in Requirements Modeling: A Study of Object and Process Methodologies,” Journal of Management Information Systems, Fall 1996, 13(2), pp. 137-162. **(Fereshteh)**
2. Armstrong, D. and Hardgrave, B. “Understanding Mindshift Learning: The Transition to Object-Oriented Development,” MIS Quarterly, 31(3), September 2007, pp. 453-474. **(Koffi)**
3. Lee, G. and Xia, W. “Toward Agile: An Integrated Analysis of Quantitative and Qualitative Field Data on Software Development Agility,” MIS Quarterly, 34(1), March 2010, pp. 87-114. **(Discussion by all)**

September 29, 2014: Analytics

### [Deriving the pricing power of product features by mining consumer reviews](http://pubsonline.informs.org/doi/abs/10.1287/mnsc.1110.1370)

N Archak, [A **Ghose**](http://scholar.google.com/citations?user=oQHsB5kAAAAJ&hl=en&oi=sra), [PG Ipeirotis](http://scholar.google.com/citations?user=PA9La6oAAAAJ&hl=en&oi=sra) - **Management Science**, 2011 (Adel)

1. **[EMERGENCE OF POWER LAWS IN ONLINE COMMUNITIES: THE ROLE OF SOCIAL MECHANISMS AND PREFERENTIAL ATTACHMENT.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3T7CstU60q6R%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "EMERGENCE OF POWER LAWS IN ONLINE COMMUNITIES: THE ROLE OF SOCIAL MECHANISMS AND PREFERENTIAL ATTACHMENT. )**  Johnson, Steven L.; Faraj, Samer; Kudaravalli, Srinivas. ***MIS Quarterly****.* Sep2014, Vol. 38 Issue 3, p795-A13. 27p. (Rahul)

### [CONTENT SHARING IN A SOCIAL BROADCASTING ENVIRONMENT: EVIDENCE FROM TWITTER.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3TK6msUuwqKR%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "CONTENT SHARING IN A SOCIAL BROADCASTING ENVIRONMENT: EVIDENCE FROM TWITTER. ) Zhan Shi; Huaxia Rui; Whinston, Andrew B. ***MIS Quarterly***. Mar2014, Vol. 38 Issue 1, p123-A6. 26p. (Fereshteh)

October 06, 2014

**MID-TERM EXAM**

October 13, 2014: Research on teams

1. Kirkman et al. “The Impact of Team Empowerment on Virtual Team Performance: The Moderating Role of Face-to-Face Interaction,” Academy of Management Journal, 47(2), 2004, 175-192. **(Koffi)**
2. Edwards et al., “Relationships Among Team Ability Composition, Team Mental Models, and Team Performance,” Journal of Applied Psychology, 91(3), 2006, 727-736. **(Adel)**
3. Espinosa et al., “Familiarity, Complexity, and Team Performance in Geographically Distributed Software Development,” Organization Science, 18(4), July-Aug. 2007, 613-630. **(Rahul)**

October 20, 2014: More analytics research

### [CONTRIBUTION BEHAVIOR IN VIRTUAL COMMUNITIES: COGNITIVE, EMOTIONAL, AND SOCIAL INFLUENCES.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3TK6msUuzqaR%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "CONTRIBUTION BEHAVIOR IN VIRTUAL COMMUNITIES: COGNITIVE, EMOTIONAL, AND SOCIAL INFLUENCES. ) By: Hsien-Tung Tsai; Bagozzi, Richard P. ***MIS Quarterly***. Mar2014, Vol. 38 Issue 1, p143-A3. 24p. (Fereshteh)

1. **[DIFFERENTIAL INFLUENCE OF BLOGS ACROSS DIFFERENT STAGES OF DECISION MAKING: THE CASE OF VENTURE CAPITALISTS.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3Sbems1G1qKR%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "DIFFERENTIAL INFLUENCE OF BLOGS ACROSS DIFFERENT STAGES OF DECISION MAKING: THE CASE OF VENTURE CAPITALISTS. )** By: Aggarwal, Rohit; Singh, Harpreet. ***MIS Quarterly****.* Dec2013, Vol. 37 Issue 4, p1033-A3 (everyone discusses)

### [INFERRING APP DEMAND FROM PUBLICLY AVAILABLE DATA.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3SbemtEi1r6R%2b7ejrefKz5I3q4vJ99uoA&hid=4106) By: Garg, Rajiv; Telang, Rahul. ***MIS Quarterly***. Dec2013, Vol. 37 Issue 4, p1253-1264. 12p. (Everyone discusses)

October 27, 2014: More Analytics

### [COMMUNITY INTELLIGENCE AND SOCIAL MEDIA SERVICES: A RUMOR THEORETIC ANALYSIS OF TWEETS DURING SOCIAL CRISES.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO2T7Gtr0u1r6R%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "COMMUNITY INTELLIGENCE AND SOCIAL MEDIA SERVICES: A RUMOR THEORETIC ANALYSIS OF TWEETS DURING SOCIAL CRISES. ) By: Oh, Onook; Agrawal, Manish; Rao, H. Raghav. ***MIS Quarterly***. Jun2013, Vol. 37 Issue 2, p407-A7. 27p. 1 Diagram, 11 Charts. (Koffi)

### [BUSINESS INTELLIGENCE AND ANALYTICS: FROM BIG DATA TO BIG IMPACT.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO2S7KstEixrqR%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "BUSINESS INTELLIGENCE AND ANALYTICS: FROM BIG DATA TO BIG IMPACT. ) By: Hsinchun Chen; Chiang, Roger H. L.; Storey, Veda C. ***MIS Quarterly***. Dec2012, Vol. 36 Issue 4, p1165-1188. 24p. 1 Diagram, 7 Charts, 1 Graph. (Adel)

1. **[BUSINESS INTELLIGENCE IN BLOGS: UNDERSTANDING CONSUMER INTERACTIONS AND COMMUNITIES.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO2S7KstEiwqKR%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "BUSINESS INTELLIGENCE IN BLOGS: UNDERSTANDING CONSUMER INTERACTIONS AND COMMUNITIES. )** By: Chau, Michael; Xu, Jennifer. ***MIS Quarterly****.* Dec2012, Vol. 36 Issue 4, p1189-1216. 28p. 6 Color Photographs, 1 Diagram, 14 Charts, 4 Graphs. (Rahul)

November 3, 2014: Networks

### [A SOCIAL NETWORK-BASED INFERENCE MODEL FOR VALIDATING CUSTOMER PROFILE DATA.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO2S7KstEmxpqR%2b7ejrefKz5I3q4vJ99uoA&hid=4106) By: Sung-Hyuk Park; Soon-Young Huh; Wonseok Oh; Sang Pil Han. ***MIS Quarterly***. Dec2012, Vol. 36 Issue 4, p1217-1237. 21p. 3 Diagrams, 3 Charts, 6 Graphs. (Fereshteh)

### [Networks, Social Influence, and the Choice Among Competing Innovations: Insights from Open Source Software Licenses.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3SK%2bqsk%2bxraR%2b7ejrefKz5I3q4vJ99uoA&hid=4106" \o "Networks, Social Influence, and the Choice Among Competing Innovations: Insights from Open Source Software Licenses. ) By: Singh, Param Vir; Phelps, Corey. ***Information Systems Research***. Sep2013, Vol. 24 Issue 3, p539-560. 22p. 4 Charts. DOI: 10.1287/isre.1120.0449. (Koffi)

### [Networks, information & social capital](http://archive.nyu.edu/handle/2451/27757) by[S Aral](http://scholar.google.com/citations?user=E2uuNVoAAAAJ&hl=en&oi=sra), [M Van Alstyne](http://scholar.google.com/citations?user=zMqwIkIAAAAJ&hl=en&oi=sra) - 2008 - archive.nyu.edu (to be discussed by all)

November 10, 2014: More software development

### [From Use to Effective Use: A Representation Theory Perspective.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO3SK%2bqsk%2byqKR%2b7ejrefKz5I3q4vJ99uoA&hid=4106)

By: Burton-Jones, Andrew; Grange, Camille. ***Information Systems Research***. Sep2013, Vol. 24 Issue 3, p632-658. 27p. 6 Diagrams, 10 Charts. DOI: 10.1287/isre.1120.0444. (Adel)

### [Ambidexterity in Agile Distributed Development: An Empirical Investigation.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LO2TK%2bvtUmyp6R%2b7ejrefKz5I3q4vJ99uoA&hid=4106)

By: **Ramesh**, Balasubramaniam; Mohan, Kannan; Lan Cao. **Information Systems Research**. Jun2012, Vol. 23 Issue 2, p323-339. 17p. 2 Diagrams, 2 Charts. DOI: (Rahul)

### [Understanding Conceptual Schemas: Exploring the Role of Application and IS Domain Knowledge.](http://web.a.ebscohost.com.ezproxy.uta.edu/bsi/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie46bZMt6eyUbCk63nn5Kx68d%2b%2bUK2ns0ewpq9MnqeuUrOsuEi1ls5lpOrweezp33vy3%2b2G59q7UbWstk%2byrLNJpOLfhuWz44ak2uBV4OrmPvLX5VW%2fxKR57LOwSLKnrkq1rqR%2b7ejrefKz5I3q4vJ99uoA&hid=4106) By: Khatri, Vijay; Vessey, Iris; **Ramesh**, V.; Clay, Paul; Park, Sung-Jin. **Information Systems Research**. Mar2006, Vol. 17 Issue 1, p81-99. 19p. 3 Diagrams, 7 Charts. (to be discussed by all)

November 17, 2014: More software development

### [Guidelines for designing visual ontologies to support knowledge identification](http://aisel.aisnet.org/cgi/viewcontent.cgi?article=2987&context=misq)

P Bera, [A **Burton**-**Jones**](http://scholar.google.com/citations?user=Y7I6BxcAAAAJ&hl=en&oi=sra), [Y Wand](http://scholar.google.com/citations?user=-WfWJoYAAAAJ&hl=en&oi=sra) - Mis Quarterly, 2011 - aisel.aisnet.org (Fereshteh)

### [Cognitive fit between conceptual schemas and internal problem representations: The case of geospatio-temporal conceptual schema comprehension](http://ieeexplore.ieee.org/xpls/abs_all.jsp?arnumber=1637794) byV Khatri, I Vessey, S Ram… - … , IEEE Transactions on, 2006 - ieeexplore.ieee.org (Koffi)

1. Ramasubbu et al. “WORK DISPERSION, PROCESS-BASED LEARNING, AND OFFSHORE SOFTWARE DEVELOPMENT PERFORMANCE,” MIS Quarterly, 32(2), 2008, 437-458. (to be discussed by all)

November 24, 2014: Research Paper Day

December 01, 2014: Research paper presentations

Kindly check the Academic Calendar for important dates.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.