



IS360
PRINCIPLES OF IS&T RESEARCH
Course Syllabus (Version 9/9/2008)
Fall, 2008

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General Information

1. Meeting Information

Day	Time	Place:
Thursday	7:00-9:50PM	ACB (Academic Computing Building) 205

2. Instructor

Name: Lorne Olfman

Office: ACB220 / office hours by appointment

Phone (area code 909)		Internet	
office	621-8209 (through secretary) or 607-3035 (direct or voice mail)	web page	http://www.lorneolfman.com
fax	621-8564	email	Lorne.Olfman@cgu.edu
home	626-2267	Sakai Claremont Conversation Discussion	http://sakai.cgu.edu http://conversation.cgu.edu/is360f08 http://sl2.cgu.edu/is360/fall2008/

3. Online Systems

This class will be facilitated through use of Sakai, the “Claremont Conversation” (see URLs above), an anchored discussion system (to be announced), Turnitin (a system to check the authenticity of your work), and a group conference system (probably Adobe Connect).

4. Prerequisite

It is assumed that you have already completed the introduction to information systems research class, IS360.

5. Recycling

The City of Claremont offers mixed recycling to Claremont residents, businesses and institutions. Trash can be separated into two types of containers, non-recyclable and recyclable. The non-recyclable (GREY) containers are used for anything that does not go into the recyclable (BLUE) containers. All paper, glass, plastic and metal (e.g., aluminum and other metal cans) products can be put into recyclable containers provided they are not contaminated with any food or drink. So, for example, if you want to recycle a soda can, you must first empty it (into a non-recyclable container). When in doubt it is better to put food-related trash into the non-recyclable containers. Once any type of food or liquid is

put into a recyclable container, the entire container is contaminated, and usually that is put into a larger container, causing it to be contaminated, and so forth. I urge every student to practice careful recycling when on campus (as well as everywhere else) and to take the responsibility to point out to other students when they are clearly misusing the trash containers at CGU.

Reading Material

1. Required Readings

Books

The course requires reading of six books, all available at Huntley bookstore in paperback form. The books are listed in Appendix A.

Articles

The course requires reading of 12 articles and 3 editorials from MIS Quarterly. These are available through Honnold Library either in electronic or paper form. They are also available on the course anchored discussion forum. The articles and editorials are listed in Appendix A.

2. Supplemental Reading

APA (2001). *The Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Goals and Objectives

1. Mission

To get the most from a PhD in Information Systems and Technology (IS&T), one must participate in the community of IS&T research. This means that one must understand what other IS&T researchers expect of research. The good news is that a broad range of methods—from quantitative to qualitative, from technical to behavioral, from theory generating to theory testing—have been accepted as IS&T research in recent times. The bad news (perhaps) is that anyone who wishes to be an IS&T researcher must be able to conduct and comment on research of many different types. This course intends to introduce students to the community of IS&T research: its participants, the topics they investigate, and the approaches they use.

2. Themes

There are three underlying themes for this course:

- 1) A research method is based on a variation of the scientific method. It includes a process of finding a topic and research question, designing a study, collecting /generating and analyzing data, drawing conclusions and disseminating results.
- 2) There is no clear-cut classification of a research method. A study will typically require more than one method for answering the research question.
- 3) A researcher should understand all forms of research methods regardless of the preference for conducting research because a researcher not only conducts research, but also evaluates it.

3. Learning Objectives

The learning objectives for this course are as follows. By completing the course, you will be able to:

- 1) Identify the most important researchers in the IS&T field, as well as their research domains.
- 2) Identify key conferences, journals and conferences in the IS&T field, as well as their domains of research and related academic activities.
- 3) Explain the research process, including how to formulate research questions and projects.
- 4) Explain how researchers develop theories.
- 5) Describe the history of the philosophy of science, and how it impacts your future role as a researcher.
- 6) Describe the approaches and methods that are applied in IS&T research, as well as the basic mechanics of these approaches and methods.
- 7) Explain the process of writing a doctoral dissertation.
- 8) Understand the role of a researcher in the academy.
- 9) Identify and describe at least one IS&T research question, and formulate a research strategy for exploring that question.

4. Personal Portfolio

Our accrediting agency, WASC (the Western Association of Schools and Colleges), has the goal of requiring colleges to do a better job of assessing student learning directly. In order to meet WASC's requirements, and in view of SISAT's emphasis on using learning technologies, we require that in each course each student must post at least one entry to their Claremont Conversation Online portfolio (see Appendix C) to reflect something that they have learned in the course. For IS346, the entry must address one or more of the learning objectives, and I (as instructor) will determine whether it does suitably reflect course-related learning. I may ask you to revise and resubmit your entry. There are many possible suitable posts. You might discuss the learning that you experienced with respect to the deliverables for a class project, a paper written as a result of the course, a series of blog entries, or any expression of knowing more about the course materials than at the

beginning of the term. It is important that the post be non-trivial, but it need not be a major undertaking either. Posts are nothing more than evidence of what you are learning.

This will be a special assignment that is not counted in your course grade; it is a requirement to get a grade. No final grade other than “Incomplete” (except “Unsatisfactory”) will be assigned for the course until you have posted a suitable entry to your portfolio.

Class Conduct

1. Climate

The approach we will use for this course takes the view that the instructor and students work in a collaborative effort that recognizes the uniqueness of each person. As such, we are all co-producers in learning. The underlying assumptions are that individuals are capable of changing their behavior, and are responsible for what happens to them; and that one person can never assume responsibility for another person's change. This means that you must assume responsibility for learning and for the evaluation of that learning.

2. Academic Honesty

It is understood that each student is subject to rules related to academic honesty. In no case is plagiarism accepted in academic endeavors. If you use someone else's work, you must provide a citation about that use, whether it comes from a published paper, an unpublished paper or assignment, or any other source. Failure to meet this ethical standard will result in disciplinary action, which can range from receiving a failing grade on an assignment, to automatic failure of the class, to a withdrawal from your academic program. In order to ensure that all quotations and references to other work have been properly cited, we will use a service called Turnitin. Each student will have a Turnitin account; details will be provided in the first class session.

3. Class Sessions

Class sessions will be conducted as a combination of lectures, visitor presentations, student presentations and discussions. The role of the instructor in this environment will be to:

- establish a framework and put together a set of materials for exploration,
- provide knowledge and opinions about the material covered in the course, and
- provide guidance during the process of conducting exercises and discussions.

The role of the students will be to:

- be prepared to assimilate and discuss information presented during lectures by reading materials in advance of class sessions,
- complete online entries prior to each class,

- make presentations to the class when required, and
- meet other course requirements.

Class discussions will be motivated by and through the assigned readings and online blog entries and discussions.

Students can choose to virtually attend up to four class sessions. Details on this option will be presented during the first class session.

4. Discovery Learning

A learning strategy that you can use in this course is called the *discovery frame*. The discovery frame emphasizes learning from your own experiences – discovering new knowledge rather than importing it from someone else's knowledge base. The key characteristics of this frame are:

- (1) All resources necessary for learning are resident in the individual.
- (2) Learning is accomplished through doing and dialog.
- (3) Information gathering and processing are done without evaluation. Ask yourself: "How did I do that? Can I do it again?" rather than "Did I do it right?"
- (4) You learn to identify behavior patterns that make a difference for you.
- (5) Focus on success and the use of feedback – you cannot succeed unless you stop and ask: "How did I succeed?"

The use of the discovery frame highlights additional goals in this course: to help you learn how to learn, and to learn that learning can be fun. This course aims to teach you important concepts and procedures that will help you continue to learn about and practice research methods from your own experiences. You can use the discovery frame to apply these concepts and procedures by developing your own exemplar(s) and using them throughout the course.

5. Conceptual Age Thinking¹

The Conceptual Age has been referred to as the age that will follow (or already is following) the information age. Going beyond knowledge work, Pink (2005) says that six “senses” will be valuable for people who hope to thrive in the conceptual age. He argues that these senses depend on right-brain thinking; that is, they are “simultaneous, metaphorical, aesthetic, contextual, and synthetic” (p. 26). The six senses are:

- (1) Design – “utility enhanced by significance” (p. 70).
- (2) Story – “the ability to fashion a compelling narrative” (p. 66).
- (3) Symphony – integrating and seeing the big picture.

¹ The following ideas and concepts are from Pink (2005).

- (4) Empathy – understanding how others think, developing relationships, and having compassion for others.
- (5) Play – “laughter, lightheartedness, games, and humor” (p. 66).
- (6) Meaning – creating purpose, using transcendence, and having spirituality.

Each of the above senses can play a positive role in enhancing the research process and learning. I believe that working on these senses during the course, and beyond, will enhance your research skills.

6. Outline

The following outline lists the general topic area for each class session. Appendix B contains a detailed outline of topics, readings, and assignments for each week.

Date	Week#	Topic
Sep 4	1	INTRODUCTION
Sep 11	2	THE CRAFT OF RESEARCH 1
Sep 18	3	THE CRAFT OF RESEARCH 2
Sep 25	4	THEORY CONSTRUCTION 1
Oct 2	5	No Class
Oct 9	6	THEORY CONSTRUCTION 2
Oct 16	7	THEORY AND REALITY 1
Oct 23	8	THEORY AND REALITY 2
Oct 30	9	THEORY AND REALITY 3
Nov 6	10	REAL WORLD RESEARCH 1
Nov 13	11	REAL WORLD RESEARCH 2
Nov 20	12	REAL WORLD RESEARCH 3
Nov 27	13	Thanksgiving
Dec 4	14	REAL WORLD RESEARCH 4
Dec 11	15	THE DISSERTATION and THE ACADEMY
Dec 18	16	No Class/Take-home Exam due

Grading

1. Requirements

The formal assignments for the course are as follows. Appendix B provides complete details for each of these requirements.

(1) Research Paper

You will write a short research paper to develop a research question and to outline the design of a study to answer the question. The first part of the paper, outlining the research question and its rationale, will be submitted for feedback. The final paper will be written based on feedback from the first draft.

(2) Take-Home Exam

You will write a final take-home exam at the end of the semester. You will have one week to complete the exam.

(3) Class Participation

You are expected to ask questions, contribute to discussions, present reviews and attend all class sessions. These activities will be rewarded through an assigned grade for class participation. You are also required to post blog entries, provide comments on other students' blog entries, and participate in online discussions of articles.

2. Grades

Each formal assignment will be given points according to a specified grading scheme (see descriptions of “Grading” in Appendix B). Points will be summed (where necessary), converted to a percentage, and weighted according to the percentages shown below. Weighted points will be summed, and then a course grade will be assigned based on this value.

1	Research Paper	30%
2	Take-Home Final Exam	20
3	Class Participation	
	In-Class Discussion	10
	Blog	20
	Online Discussion	20
		<u>100%</u>

For this course, percentage scores translate into letter grades in the following fashion: A+ = 97% or more, A = 93.50% to 96.99%, A- = 90% to 93.49%; B+ = 87% to 89.99%, B = 83.50% to 86.99%, B- = 80% to 83.49%; C = 70% to 79.99%, U = less than 70%.

Appendix A – References

This list may be updated during the semester.

1. Required Books

- BOOTH.** Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (3rd ed.). Chicago, IL: The University of Chicago Press (ISBN: 0226065663).
- DAVIS & PARKER.** Davis, G.B., & Parker, C. A. (1997). *Writing the Doctoral Dissertation* (2nd ed.). Hauppauge, NY: Barron's Educational Series, Inc. (ISBN: 0812098005).
- GODFREY-SMITH.** Godfrey-Smith, P. *Theory and Reality*. Chicago, IL: The University of Chicago Press (ISBN: 0226300633).
- GRAY & DREW.** Gray, P., & Drew, D. E. (2008). *What They Didn't Teach You in Graduate School*. Sterling, VA: Stylus Publishing, LLC (ISBN: 157922262).
- REYNOLDS.** Reynolds, P. D. (1971). *A Primer in Theory Construction*. Boston, MA: Pearson, Allyn & Bacon Classics (ISBN: 023996005).
- ROBSON.** Robson, C. (2002). *Real World Research* (2nd ed.). Malden, MA: Blackwell Publishers Inc. (ISBN: 0631213055).

2. Required Articles

- ALBERT et al.** Albert, T. C., Goes, P. B., & Gupta, A. (2004). GIST: A model for design and management of content and interactivity of customer-centric Web sites. *MIS Quarterly*, 28(2), 161-182.
- BENBASAT & ZMUD.** Benbasat, I., & Zmud, R. W. (2003). The identity crisis within the IS discipline: Defining and communicating the discipline's core properties. *MIS Quarterly*, 27(2), 183-194.
- BHATTACHERJEE & PREMKUMAR.** Bhattacharjee, A., & Premkumar, G. (2004). Understanding changes in belief and attitude toward information technology usage: A theoretical model and longitudinal test. *MIS Quarterly*, 28(2), 229-254.
- BOCK et al.** Bock, G.-W., Zmud, R. W., Kim, Y.-G., & Lee, J.-N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. *MIS Quarterly*, 29(1), 87-111.
- DUBÉ & PARÉ.** Dubé, L., & Paré, G. (2003). Rigor in information systems positivist case research: Current practices, trends, and recommendations. *MIS Quarterly*, 27(4), 597-635.
- HEVNER et al.** Hevner, A. R., March, S. T., Park, J., & Ram, S. (2004). Design science in information systems research. *MIS Quarterly*, 28(1), 75-105.

- KOHLI & KETTINGER.** Kohli, R., & Kettinger, W. J. (2004). Informating the clan: Controlling physicians' costs and outcomes. *MIS Quarterly*, 28(3), 363-394.
- LEE.** Lee, A. (1999). Editor's comments: "Strategizing for compelling and significant research". *MIS Quarterly*, 23(2), xxv-xxviii.
- PAWLOWSKI & ROBESY.** Pawlowski, S. D., & Robey, D. (2004). Bridging user organizations: Knowledge brokering and the work of information technology professionals. *MIS Quarterly*, 28(4), 645-672.
- SAUNDERS.** Saunders, C. (2005) Editor's comments: "Looking for diamond cutters". *MIS Quarterly*, 29(1), iii-viii.
- SPEIER & MORRIS.** Speier, C., & Morris, M. G. (2003). The influence of query interface design on decision-making performance. *MIS Quarterly*, 27(3), 397-423.
- SWANSON & RAMILLER.** Swanson, E. B., & Ramiller, N. C. (2004). Innovating mindfully with information technology. *MIS Quarterly*, 28(4), 553-583.
- WALSHAM.** Walsham, G. (2002). Cross-cultural software production and use: A structural analysis. *MIS Quarterly*, 26(4), 359-380.
- WEBSTER & WATSON.** Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. *MIS Quarterly*, 26(2), xiii-xxiii.
- ZMUD.** Zmud, R. W. (1998). Editor's comments: "'Pure' theory manuscripts". *MIS Quarterly*, 22(2), xxix-xxxii.

Appendix B – Detailed Outline and Assignment Sheets

1. Detailed Outline

Session	Topic	Readings	Activities and Assignments
1 September 4	INTRODUCTION		Register for various web-based tools.
2 September 11	THE CRAFT OF RESEARCH 1	BOOTH (Parts I-III) WEBSTER & WATSON	Blog entries on BOOTH. Anchored discussion on WEBSTER & WATSON.
3 September 18	THE CRAFT OF RESEARCH 2	BOOTH (Parts IV-V) BENBASAT & ZMUD	Blog entries on BOOTH. Anchored discussion BENBASAT & ZMUD.
4 September 25	THEORY CONSTRUCTION 1	REYNOLDS (Chapters 1-4) SPEIER & MORRIS	Blog entries on REYNOLDS. Anchored discussion on SPEIER & MORRIS.
5 October 2	No Class		
6 October 9	THEORY CONSTRUCTION 2	REYNOLDS (Chapters 5-8) DUBÉ & PARÉ	Blog entries on REYNOLDS. Anchored discussion on DUBÉ & PARÉ.
7 October 16	THEORY AND REALITY 1	GODFREY-SMITH (Chapters 1-5) HEVNER et al.	Blog entries on GODFREY-SMITH. Anchored discussion on HEVNER et al.
8 October 23	THEORY AND REALITY 2	GODFREY-SMITH (Chapters 6-9) ALBERT et al.	Blog entries on GODFREY-SMITH. Anchored discussion on ALBERT et al. Paper first draft due at 7 PM.

Session	Topic	Readings	Activities and Assignments
9 October 30	THEORY AND REALITY 3	GODFREY-SMITH (Chapters 10-15) PAWLOWSKI & ROBEY	Blog entries on GODFREY-SMITH. Anchored discussion on PAWLOWSKI & ROBEY.
10 November 6	REAL WORLD RESEARCH 1	ROBSON (Part 1) BOCK et al.	Blog entries on ROBSON. Anchored discussion on BOCK et al.
11 November 13	REAL WORLD RESEARCH 2	ROBSON (Part 2) BHATTACHERJEE & PREMKUMAR	Blog entries on ROBSON. Anchored discussion on BHATTACHERJEE & PREMKUMAR.
12 November 20	REAL WORLD RESEARCH 3	ROBSON (Part 3) KOHLI & KETTINGER	Blog entries on ROBSON. Anchored discussion on KOHLI & KETTINGER.
13 November 27	No Class: Thanksgiving		
14 December 4	REAL WORLD RESEARCH 4	ROBSON (Part 4) WALSHAM	Blog entries on ROBSON. Anchored discussion on WALSHAM.
15 December 11	THE DISSERTATION and THE ACADEMY	DAVIS & PARKER GRAY & DREW SWANSON & RAMILLER ZMUD LEE SAUNDERS	Blog entries on DAVIS & PARKER and GRAY & DREW. Anchored discussion on SWANSON & RAMILLER. Paper due at 7 PM.
16 December 18	No Class		Take-Home Final Exam due at 10 PM.

2. Assignment #1 – Research Paper

Purpose

The purpose of this assignment is to enable you to logically develop a research question, and design a study to answer the question. It will allow you to begin the process of doing research using the principles you are learning in this course.

Requirements

The research question must be related to the core issues of information systems and technology. (Refer to the Benbasat and Zmud (2003) paper for clarification.) For example, you may be interested in the general topic of personal health records (PHR). Thus, you would try to identify an issue related to PHR (for example, adoption has been slow). Having an issue, you should attempt to identify existing theory and research relevant to the issue. Following this, you should formulate one question, the answer to which would advance our understanding of the issue. The question should be specific enough that it could be addressed in one study. On the other hand, the question should be one with theoretical implications; its answer should be of interest to the community of researchers. Asking the question, justifying it, identifying the variables involved, and specifying expected relationships among these variables is what constitutes the first draft of the paper. Explaining in detail how to conduct a study that might answer the research question, along with improving the first draft, is what makes up the final paper.

The paper should clearly explain the question you would like to research. *It is important in stating the question to adopt a narrow focus.* It is a common mistake for students to ask questions that are too broad to become workable research projects. For example, it would be too broad to ask why, in general, technologies like PHR are not adopted. Better research questions are likely to concern at least some of the realist concerns of action, context, mechanism, and outcomes.

A thorough and relevant literature review is essential. It is not enough to cite the required books and articles from the class. Each student must establish that they know what has been written on the issue they choose for their proposed study. This will require extensive searching of databases that cover academic literature related to IS&T. Contact the IS&T reference librarian at Claremont's library (<http://libraries.claremont.edu/>) for help, if necessary.

The final paper will include a corrected version of the first draft, reflecting responses to feedback from the instructor. The final paper should clearly explain, in detail, how you would go about conducting research to answer the question posed in the first draft. As such, it will consist of an explanation of what research you would do. (Note: you are not required to do the study described by the paper, merely to create a detailed plan for how to do it.)

Correct expression—spelling, grammar, argument, etc.—is required. Students who do not have strong writing skills should seek help from the CGU Writing Center as soon as possible.

Papers should be no longer than 3000 words. Typically, the first draft of the paper would be no longer than 2000 words. Papers must be word-processed in 12-point font, with 1 in. margins all around, double-spaced, and saved in Word format. Papers must be submitted electronically. Your name should be in the header of the first page; page numbers should be in the footer of every page after the first. Provide a descriptive title at the beginning of the document. Follow APA editorial style (see: <http://apastyle.apa.org/>).

Grading

Papers will be graded on the basis of logic (how effectively the research question has been derived from existing literature and other concepts) and quality (how clearly the paper has been written).

Due Dates

The first draft of the paper is due on October 23 at 7 PM. Papers will be returned with feedback within a week. The final paper is due on December 11 at 7 PM. Late/incomplete papers will be accepted but with penalty.

3. Assignment #2 – Take-Home Final Exam

Purpose

The purpose of this assignment is to test your knowledge of the material in the books and articles listed in Appendix A. In effect, the exam will give you an opportunity to answer questions like those on the doctoral screening exam.

Requirements

The exam will be distributed after class on December 11. It will be open book and closed friend. That is, you can consult any sources you want in answering the questions, but you cannot discuss your answers with your classmates or other individuals. The exam will consist of about eight questions, of which you will have to answer a subset. There will be a maximum length specified for your answers, and all answers must be written as electronic documents and submitted electronically.

Grading

Exam questions will have a specified value, and answers will be graded based on logical argument and quality of writing. .

Due Date

The exam will be handed out after class on December 11, and will be due at 10 PM on December 18.

4. Assignment #3 – Class Participation

Purpose

The purpose of this assignment is to enable you to engage in collaborative learning. That is, by sharing your ideas with, asking questions of, and giving feedback to your peers, you have an opportunity to learn the course material beyond the standard model of read and memorize.

Requirements

You must comment on assigned readings, both online and face-to-face. To do well at online comments, you must use a blog to comment on weekly course readings, and contribute to an anchored discussion. (Access to blogs and discussions will be explained at the first class session.) To do well at face-to-face comments, you must take an active and appropriate role in discussions during class. Inadequate online or face-to-face comments will result in a low grade in the course.

For assigned readings from books, you will make entries in the course community blog (<http://conversation.cgu.edu/is360f08/weblog/>), and comment on the entries for the week of fellow students. An entry may consist of a reaction to some aspect of the book or it may be a more substantial observation or question. Whatever it is, an entry must be constructive and express something of substance. Typically entries should be 100-200 words long. Comments may say anything related to entries made by other students, assuming civility and may consist of only a few sentences. Entries and comments should provide “talking points” for in-class discussion. They should be intelligible and consistent with the spirit of the course. You are also encouraged to rate blog postings.

For assigned readings of articles, you must make entries each week that are based on a review of the specific article, and discuss entries for the article of other students. To do this you will be using an anchored discussion board (<http://sl2.cgu.edu/is360/fall2008/>) associated with each article. An entry should express your understanding of one or more important points related to the article. An article review form, <http://ist.cgu.edu/ryant/ArticleReview.htm>, is available as a model.

Grading

In-class discussion contributions, as well as blog and discussion entries and comments will be graded on depth and quantity. In-class discussion will be graded on a weekly basis as 10, 9, ... 3. An unexcused absence will result in a 0. Blog and discussion board entries and comments also will be graded on a weekly basis using a similar format.

Due Dates

Blog and discussion entries must be made by midnight on Tuesday; comments must be made by class time on Thursday. Additional entries made after the deadline will not be graded. Additional relevant comments made after the deadline will be considered for additional credit.

Appendix C – Claremont Conversation Online

The conversation.cgu.edu website is now available to act as a personal portfolio site for faculty, students, alumni, and staff at CGU. It's been used to support classes with blogging and collaborative writing for the past two years, and now has been upgraded to include portfolio capabilities.

Why use it?

- **Are you a student looking for a job?** Setup your portfolio so that people searching for you find your professional portfolio and not your Facebook account. Claremont Conversation has a *very* high Google rank, meaning that your portfolio is likely to be on the top of the results page. You can keep your account even after you graduate, making it a good way to start building a web presence.
- **Do you want to publicize your research?** It is incredibly easy to post papers online, allowing Google to index your papers and return them when people search for academic work online.
- **Make life easier for your adviser.** Post your *qualifying portfolio* online to show progress towards your degree.
- **Build a portfolio of assignments for a class.** Professors can have students create course portfolios to enable them to see each other's work, their progress throughout the course, and to act as a safe and secure space online.

Reasons to use conversation.cgu.edu:

- **It's easy to setup a portfolio.** One of our three design goals has been to make the portfolio component as easy to use as possible. It is very similar to a wiki, except that we have some AJAX goodness for simple file and image embedding.
- **You can use all types of media.** Upload pictures, files, embed videos from Google or Youtube, or embed slideshows from Flickr.
- **You can easily see your peers' work.** Through tags, you automatically see similar pages that your peers have constructed whenever you edit a page.
- **You have control over the structure, content, and permissions of your portfolio.** Often, portfolio software forces you into a pre-defined template. We let you setup your portfolio however you want, and allow you to restrict access to any class pages you don't want made public.

Getting Started:

1. **You can use your normal computer (or email) account; no extra logon required!** Just go to <http://conversation.cgu.edu> and sign on like you would to your email. This works for both the staff/faculty and the student networks.

2. **Click on the "Your Pages" tab on the top of the screen.**
3. **Choose a portfolio template and start editing!** If you've already created a portfolio, but want to start a new one from the SISAT template, just click on the "Delete" link on your homepage.

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