



美国商学院原版教材精选系列

Mc
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管理信息系统

(第3版)

Information Systems

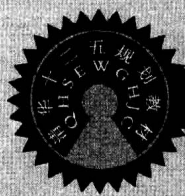
Essentials

Third Edition

(美) 斯蒂芬·哈格 (Stephen Haag) 著
梅芙·卡明斯 (Maeve Cummings)

Information Systems
Essentials
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清华大学出版社



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北 京

Stephen Haag, Maeve Cummings
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出版说明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进的管理经验,掌握经济理论前沿动态的需求,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材,绝大部分是该领域中较具权威性的经典之作。在选书的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!

结合我国的具体教学实践,我们在影印过程中删掉了第7章、第9章和附录A、附录B、附录C的内容,望读者予以谅解。

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议,同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社
2010.11

英/双语教学的成功路径与商科英文原版教材的效用

(代序)

在我国高校,用英语或双语教授专业课程(以下简称:英/双语教学)始于改革开放引进热潮,历经30年,虽发展不快,仍在缓慢推进。20世纪80年代,改革开放后留学归来的教育界学者们不仅引进了各学科先进的研究成果,也随之引进了西方高校的教材。以清华大学出版社为领军的国内出版社适时地引进了西方优秀教材的影印版,推动了一些高校开始专业课程中开展英/双语教学。2007年以来,国家教育工程质量工程专设的“国家高校双语教学示范课程建设点”的评定项目被视为政府教育发展的政策风向标,正有力地推动着高校英/双语教学的发展。

但对英/双语教学的必要性,我国高校内部一直争议不断。争议首先围绕着中国人用英语教学的必要性。在公认英语是目前世界通用语言的前提下,英/双语教学的必要性取决于我国高校师生是否有必要及时汲取世界最新的研究成果。答案是不言而喻的。况且英/双语教学省却了翻译过程,可以避免常见的信息减损和曲解问题。不过,信息发布者——教师的英语演讲能力和信息接收者——学生的英语解读能力不足又成为开展英/双语教学的障碍。因而常见的反对意见是,开展英/双语教学,课堂教学内容就会缩水,因为讲授者和听众都得花费精力和时间解译内容。如此看来,我国开展英/双语教学的高校教师必须应对挑战,洞察在我国现有条件下用英文原版教材开展英/双语教学的利和弊,并找到可行的扬长避短的路径。

在经济开放和全球化的大趋势推动下,我国中小学英语教学分量加重,英语普及程度逐年提高,高校新生的英语基础愈益扎实;教师的英语能力也随着师资的新陈代谢而日见增强。这一趋势无疑在为英/双语教学营造越来越有利的条件。尽管如此,不同于以英语为主要语言或官方语言的一些国家,英语在我国的普及率仍较低。在青少年中,英语的普及程度和英语应用能力还仅处于初级水平;高校中能用英语演讲的教师尚属少数,且熟练程度还有待大幅提高。这样的师生英语基础,使得英/双语教学面临巨大的挑战。

同时,在多数的中国高校课堂里,教学任务多被视为逐章讲解某本教材的内容。本土中文教材通常是400~500页的32开本,含理论框架、主要知识点、计算方法和习题,但案例和故事不在其中,多由教师在讲解时添加,以演示和诠释理论要点。迄今仍然普遍盛行的“填鸭式”、“满堂灌”的传统教学法侧重于传授知识,从多数评教指标可见,只要学生感觉教师讲得精彩、有条理、能解惑,就算教学成功。

而引进的国外教材篇幅通常较长,16开大本,500~800页。习惯于上述传统教学法和评价标准的人们自然会产生一个疑问:在有限的课时内,这么厚的教材,怎么讲得完?其实,发达国家多数高校对学生阅读量的要求远远大于我国高校(即使是中文课本和资料),名校更是如此。它们的教材不仅涵盖理论框架和基本概念,而且富含长短不一、详简各异的演示性案例、故事和大量习题,总之它便于学生自学。课堂讲解只占一半课时,其余课时常被用于师生讨论和互动。于是,教师的讲解主要是勾勒理

论框架,阐释重点和难点,还需针对事先布置的阅读资料和讨论题,引导学生展开讨论。可见,大厚本的教材适合于能力培训教学法。两者相辅相成,致力于调动学生的主动性:他们必须大量阅读和思考,才能在课堂上有上好的表现,真正成为学习的主人。结果,他们的能力获得了必要和切实的磨炼。

由此可见,英/双语教学不只是教学语言的变化,它可以达到三重效用:传授专业知识;传授英语知识;同时训练专业方法和英语的应用技能。也因此,一些非英语国家的高校不惜成本,开展英/双语教学,使用与之相配的教材。对我国高校来说,要想成功开展英/双语教学,恐怕首先需要改变传统的教育思想和教学方法。换言之,如果高校想要使教育、教学接近世界先进水准,用英文原版影印教材开展英/双语教学是有效的途径。

迄今为止,原版英文教材的缺点也很明显。鉴于发达国家的作者是以其母国为背景,多数教材不涉及中国国情。教师必须在教学中紧密结合中国国情,提供相关案例、资料和思考讨论题,适时引导师生思辨现有理论的普适性,激励师生发现和创作适合我国国情的经济学、管理学、营销学规律。在我国作者编写和出版足量的优质英文教材之前,这些额外的工作必须由开展英/双语教学的教师来承担。

古今中外,成才之士都乐于阅读和探索,而这种氛围却在当今我国的大学校园里愈见淡化。加之中国学生相对薄弱的英语基础,目前英/双语教学仍面临很大的挑战:“填鸭式”的讲授与之相悖;仅靠课堂讲授和互动也很难奏效。但如能培养学生阅读和探索真理的兴趣,并营造一个全方位的孵化温床或生态环境,英/双语教学是有望成功的。根据能力培育过程的所需,这个生态环境包含师生对教育、教学的共识,好学求知的校风,富有挑战和师生互动的课堂教学,从课外讲座、项目操作到校园竞赛等第二课堂活动,便于师生交流的校园互联网等。

要做到这些,教师亟待与时俱进。随着师资的年轻化和高学历化,如今年轻教师的英语基础更好。但逆水行舟,不进则退。英语能力的进退取决于使用频率的多寡,其实英/双语教学过程既是加强英语使用、提高英语能力,也是汲取世界新知的最佳机会。不过,这一过程通常比用汉语教学的付出大得多,且因学生也需成倍地付出,英/双语教学的课程不容易像汉语教学课程那样容易在短期内获得学生的好评。因此给予英/双语教学的教师足够的激励成为生态环境的首要组成部分;缺乏对教师的足够激励,上述英/双语教学的生态环境就无法营造。

诚然,在教育体制和环境不够理想的情况下,教师和学生仍然有个人自训和奋斗的条件。英语原版教材影印版在我国的出版和更新就是对英/双语教学的及时支持。清华大学出版社近期又有一批英文原版影印教材出版,相信必将更进一步推动英/双语教学的发展。如今,已有一些本土高校的教师与英语国家的教师合著英文教材;在可见的将来,还会有中国教师编写发行到世界各地的英文教材。总之,及时用好英文原版影印教材,编写优质的英文教材是我国高校教师的历史责任。

愿英/双语教学的师资队伍愈益壮大,愿英/双语教学更加有力地推动我国教学方法与国际接轨,愿我国高校各级学生在英/双语教学中受益良多,茁壮成长!

对外经济贸易大学
傅慧芬

PREFACE

The business world hires only the best knowledge workers—equipped with a well-balanced repository of IT skills and business knowledge. *Information Systems Essentials, 3e*, provides your students with tools to help them prepare for a seamless transition to that professional world.

Seven chapters cover the essential business and managerial applications of MIS and IT, from strategic and competitive technology opportunities to the organization and management of information using databases and data warehouses.

The text contains a variety of real-life examples from both industry and global perspectives, applications exercises requiring Web exploration and Excel/Access/PowerPoint skill development, individual and group projects, an extensive end-of-chapter assortment, and three case studies per chapter, aimed at transforming your undergraduates into technology- and information-literate knowledge workers.

Changes for The Third Edition

Throughout the text, you'll find new or updated opening and closing case studies, Industry Perspectives, Global Perspectives, and Electronic Commerce and Group Projects, as well as new or expanded coverage of such topics as:

- Call center success metrics
- Ad-supported e-commerce model
- Blogs
- Web-centric success metrics
- Botnets
- Business continuity planning
- Component-based development (CBD)
- Crowdsourcing
- Porter's three generic strategies
- Digital immigrants
- Digital natives
- Drones
- GIGO
- Infrastructure-centric metrics
- Intrusion prevention systems
- Invisible backlog
- IT culture
- Location mashups
- *The Long Tail*
- Mashups
- Microsoft Windows Vista
- Nanotechnology
- Near Field Communication
- Open-source information
- Path-to-profitability (P2P)
- Pharming
- Podcasting
- Predictive analytics
- Requirement recovery document
- RSS feeds
- Screenagers
- Service level agreements
- Service-oriented architecture
- Technology innovation failure
- Web 2.0
- Wiki
- Zombie

CHAPTER 1

The Information Age in Which You Live

Broad foundation for the management and deployment of an organization's three most important resources—people, information, and technology.

CHAPTER 2

Major Business Initiatives

IT support for customer relationship management, supply chain management, business intelligence, and e-collaboration.

CHAPTER 3

Databases and Data Warehouses

Management of information with databases and DBMSs and the generation and use of business intelligence with data warehouses and data-mining tools.

CHAPTER 4

Decision Support and Artificial Intelligence

Role of technology in support of the business decision-making process, including DSSs, GISs, and AI tools such as genetic algorithms and agent-based modeling.

CHAPTER 5

Electronic Commerce

Fundamental differences in Business to Business, Business to Consumer, and all forms of e-government electronic commerce.

CHAPTER 6

Systems Development

The role knowledge workers play in the systems development process, with expanded coverage of onshore, nearshore, and offshore outsourcing.

CHAPTER 8

Protecting People and Information

Ethics, security, and privacy issues related to the management and protection of people, information, and technology.

PROJECTS

24 electronic commerce and 22 hands-on projects that require your students to use technology to solve a problem or take advantage of an opportunity.

Assurance of Learning Ready

All educational institutions today are focused on the notion of assurance of learning, the demonstration that students are indeed learning in the classroom. Assurance of learning is key in accreditation and in assuring all constituents (employers, prospective students, the parents of prospective students, institutional administration, and so on) that the value of the educational dollar is very high.

Information Systems Essentials, 3e, is designed specifically to support your assurance of learning initiatives. It does so in simple, yet powerful, fashion . . .

Information Systems Essentials, 3e, maps each test bank question to a learning outcome for the chapter. The instructor can use the test bank software to easily query for learning outcome questions that relate directly to the learning objectives for the course. The instructor can then use the reporting features of the software to aggregate results in similar fashion, making the collection and presentation of assurance of learning information simple and easy.

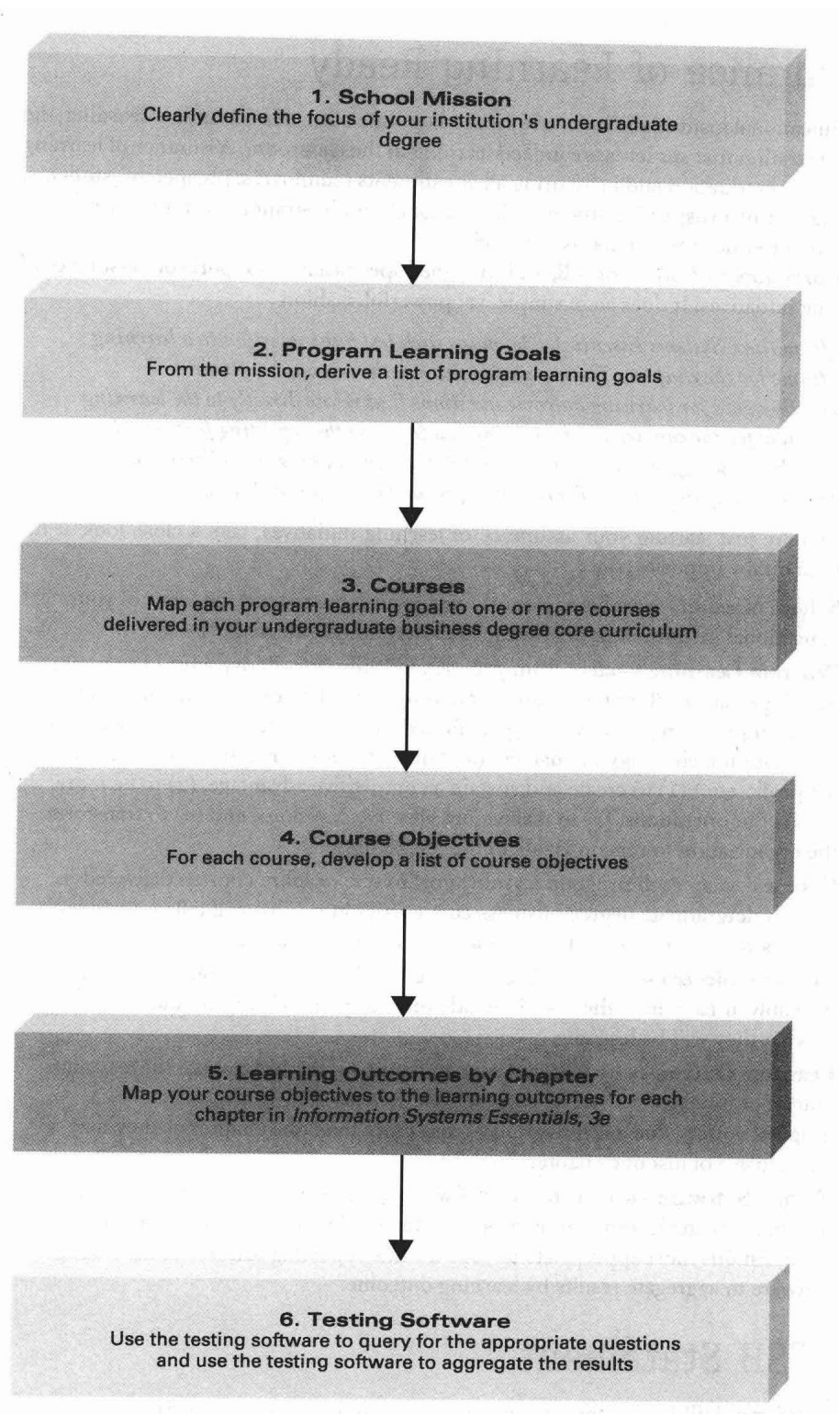
If you're just starting your assurance of learning initiatives, take a close look at the diagram on the opposite page.

1. **School Mission**—start here to clearly define and understand the focus of your educational institution in delivering its undergraduate degree.
2. **Program Learning Goals**—from your school's mission, derive a list of program learning goals. Each of these usually maps to a specific business functional area. For example, a program learning goal for MIS might be: "Understand the use of information technology in business (and other types of organizations, i.e., not-for-profit, etc.) (1) to create and sustain a competitive advantage, (2) to be more efficient in operations, (3) to make more effective decisions, and (4) to transform the organization to remain viable in the marketplace."
3. **Courses**—map each program learning goal to one or more courses delivered in your undergraduate degree business core curriculum. This will tell you in which courses you need to provide assurance of learning for each program learning goal.
4. **Course Objectives**—for each course, develop a list of course objectives. You probably already have these and include them in your syllabus to inform students of what they will be learning.
5. **Learning Outcomes by Chapter** —map your course objectives to the learning outcomes for each chapter in *Information Systems Essentials, 3e*.
Some of your course objectives may cross more than one chapter or they may be inclusive of just one chapter.
6. **Testing Software**—use the testing software provided with the text to query for questions by the learning outcomes you identified in the previous step. Choose the questions most appropriate to you. Use the reporting features of the testing software to aggregate results by learning outcome.

AACSB Statement

The McGraw-Hill Companies is a proud corporate member of AACSB International. Understanding the importance and value of AACSB accreditation, *Information Systems Essentials, 3e*, has sought to recognize the curricula guidelines detailed in the AACSB standards for business accreditation by connecting selected questions in the test bank to the general knowledge and skill guidelines found in the AACSB standards.

The statements contained in *Information Systems Essentials, 3e*, are provided only as a guide for the users of this text. The AACSB leaves content coverage and assessment



within the purview of individual schools, the mission of the school, and the faculty. While *Information Systems Essentials, 3e*, and the teaching package make no claim of any specific AACSB qualification or evaluation, we have, within *Information Systems Essentials, 3e*, labeled selected questions according to the six general and skills area.

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