

College of Business Administration

Standard Course Outline

I. General Information

Course Number:	GBA640
Course Title:	Electronic Commerce
Units:	4
Prerequisites:	IS615, Mktg615
Course Coordinator:	TBA
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II. Catalog Description

E-commerce as an integrated subject; electronic commerce business models and concepts; technology infrastructure including data communications, e-commerce security and business transaction systems; internet marketing concepts, consumer behavior, and marketing communications; ethical, social, legal, and organizational issues; e-commerce strategy and implementation. Letter grade only (A-F).

III. Curriculum Justification

From a humble beginning in 1995, e-commerce has now grown into a \$130 billion retail business and a \$3.4 trillion business-to-business industry. It is becoming the fastest-growing form of commerce in the world. The rapid movement toward an e-commerce economy and society is being led by both established business firms and newer entrepreneurial firms such as Google, Amazon, Facebook, Twitter, YouTube and Photobucket.

Electronic commerce is entering a new period of explosive entrepreneurial activity focusing on social networks, and the mobile digital platform created by smartphones and netbooks (the “third screen”). These new technologies and social behaviors are bringing about extraordinary changes to markets, industries, individual businesses and consumers, and society as a whole. E-commerce is generating thousands of new jobs for young managers in all fields from marketing to management, entrepreneurship, and information systems. Business students need a thorough grounding in electronic commerce in order to be effective and successful managers in the next decade. They must understand the relationships among e-commerce business concerns, Internet technology, consumer

behavior, and associated social and legal contexts so e-commerce can be used as a strategic tool to benefit Organizations (see exhibit 1).

IV. Curriculum and Course Goals and Objectives

The MBA curriculum is designed to provide students with the opportunity to develop knowledge and skills in local and global business practices. The program of study is intended to engage learners in integrative learning experiences across professional personal, content, and skill areas. Courses within the MBA curriculum should include at least one and up to two of the following:

- **Critical Thinking Skills**- students will be able to demonstrate conceptual learning, critical thinking, and problem solving skills.
- **Interpersonal, Leadership, and Team Skills** - students will be able to demonstrate interpersonal communication and leadership skills to work in a dynamic and diverse world, both independently and in a team environment.
- **Social Responsibility Skills** - students will be able to demonstrate awareness and knowledge of social responsibility, ethical leadership, and corporate citizenship in the domestic and global environment.
- **Business functions Skills** - students will be able to demonstrate knowledge of today's dynamic business environment through an understanding of all business functions, practices, and related theories and be able to integrate this functional knowledge in order to address business problems.
- **Quantitative & Technical Skills** - students will possess quantitative and technical skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
- **Knowledge of the Domestic & Global Environment** – students will be able to demonstrate knowledge of today's dynamic business environment (e.g. legal, regulatory, political, cultural, and economic) especially the links between our region and the global business world.

Course Goal

The goal of this course is to develop integrative knowledge and skills in addressing the complex and integrated nature of decision-making related to e-commerce and to evaluate its impact on businesses, customers and society.

Course Learning Outcomes

Upon completion of the course students are expected to be able to:

- Analyze the effects of technological, legal, ethical, and social aspects of e-commerce on managerial decision making.
- Identify and analyze fast-occurring changes and issues related to electronic commerce.

- Demonstrate knowledge of the basic economic, business, and social forces driving e-commerce.
- Analyze the impact of e-commerce on a firm's relationship with suppliers, customers, competitors, and partners.
- Develop e-commerce strategy in the global environment.
- Apply firm and customer- specific factors to e-commerce strategy development and implementation of e-commerce applications.

Course Learning Outcomes

Upon completion of this course students are expected to demonstrate:

- Critical Thinking Skills
 - Applying e-commerce theory and business models to identify opportunities and solve business problems.
 - Applying cross-disciplinary perspectives to managerial decision-making related to e-commerce.
- Interpersonal, Leadership and Team Skills
 - Generating group decisions by skillfully using varied knowledge and life experiences.
- Social Responsibility Skills
 - Recognizing and analyzing relevant ethical and social responsibility challenges in developing and implementing e-commerce strategies.
- Business Functions Skills
 - Demonstrating learning of the essential integrated business functions related to e-commerce theories and applications.
- Domestic and Global Environment
 - Analyzing and learning e-commerce challenges and opportunities embedded in the dynamic local and global business environment (e.g. technological, legal, regulatory, political, cultural, and economic).

V. Preparation for Course

To be well prepared for the course, students should review the following course material:

- MKTG 615
- IS 615

VI. Outline of Subject Matter

Module 1	<ul style="list-style-type: none"> • Growth of e-commerce. • Business models and concepts. <ul style="list-style-type: none"> - Business-to-Consumer business models. - Business-to-Business business models. - Consumer-to-Consumer business models. - Business models in emerging e-commerce areas (e.g. Long Tail Model). - Virtual value chain. 	<p>8 hours 4 MKTG 4 I.S.</p>
Module 2	<ul style="list-style-type: none"> • E-commerce infrastructure. <ul style="list-style-type: none"> - The Internet and World-Wide Web. - Technical aspects of search engines and social networking. - Building e-commerce applications, including system development, project management, and human-computer interface. - Online security and payment systems. - Consumer trust on the internet 	<p>8-12 Hours 1 MKTG 8-11 I.S.</p>
Module 3	<ul style="list-style-type: none"> • E-commerce marketing concepts. <ul style="list-style-type: none"> - Internet culture and consumer behavior (e.g. consumer generated content, brand communities on the Web, sharing behavior). - Internet marketing technologies (e.g. search engines, Facebook, Twitter, mobile platforms). - E-commerce marketing (product, branding, and pricing strategies; blending online and offline approaches). - Marketing Research in Web 2.0 - Usability. 	<p>8-12 Hours 8-11 MKTG 1 I.S.</p>
Module 4	<ul style="list-style-type: none"> • E-commerce marketing communications. <ul style="list-style-type: none"> - Online advertising (search advertising, social media advertising, mobile advertising, display advertising). - Costs and benefits of online marketing communications. - The Web site as a marketing communications tool. 	<p>4 Hours 3 MKTG 1 I.S.</p>

	<ul style="list-style-type: none"> - The decision-making funnel in an internet environment. - Analytics. 	
Module 5	<ul style="list-style-type: none"> • E-commerce strategy and global environment. <ul style="list-style-type: none"> - E-commerce diffusion across nations. - Local innovation. - Cultural issues in e-commerce. 	4 Hours 1 MKTG 3 I.S.
Module 6	<ul style="list-style-type: none"> • Ethical, social, legal, and organizational issues in e-commerce. <ul style="list-style-type: none"> - Privacy and information rights. - Intellectual property rights. - Governance issues. - Public safety and welfare. - Employees and organizations in a networked world. 	4 Hours 2 MKTG 2 I.S.
Module 7	<ul style="list-style-type: none"> • Online retailing and services. <ul style="list-style-type: none"> - Online retailing. - Online financial services. - Online travel services. - Online career services. • Online content and media. <ul style="list-style-type: none"> - Online publishing industry. - Online entertainment industry. • Auctions and portals. <ul style="list-style-type: none"> - Online auctions. - E-commerce portals. • Business-to-Business e-commerce. <ul style="list-style-type: none"> - Supply chain management. - Collaborative commerce. 	8-12 Hours 4-6 MKTG 4-6 IS
Module 8	<ul style="list-style-type: none"> • E-commerce strategy and implementation. <ul style="list-style-type: none"> - Organizational and e-commerce strategies. - E-strategy initiation, formulation, and implementation. - Channel distribution management. - Economics of e-commerce. - Future trends/developments. 	4 Hours 2 MKTG 2 I.S.

VII. Outside Learning Activities

Suggested active learning efforts outside of the time spent in the class include:

- Readings outside of class provided by faculty as well as other students, and guest speakers.

- Continuous reading and discussion of current events related to topics in the e-commerce field.

VIII. Methods of Instruction

The method of instruction for this course is discussion-based. Active student participation, and both independent and team learning are required. This course includes review of cases and journal articles. Guest lecturers and/or industry experts may be invited by course instructors to teach selected topics.

Due to the fast-changing nature of e-commerce, students must rely more on external materials than on textbooks for their learning. Harvard Business School, Ivey or other advanced level case studies can be used as part of class discussion and participation. Additionally, recent articles from academic journals, *Harvard Business Review*, and other practitioner/industry based sources can be assigned. The following list of resource materials will be useful for the course:

- Textbook

Suggestion for a possible textbook is:

Electronic Commerce
 Authors: Kenneth Laudon and Carol Traver
 Pearson/Prentice-Hall 2010

- Cases

Following is a list of reference HBR cases:

- We Googled You
- Boss, I think Someone Stole Our Customer Data
- Google and Internet Privacy: Ethical Theory
- Netzwerk: Digital Marketing in the Music Industry
- DoubleClick Buys Abacus

- External Resources

Following is a list of books and journals (not exhaustive) that might be useful as references for students and instructors.

Books

- Groundswell: Winning in a World Transformed by Social Technologies
 Authors: Charlene Li and Josh Bernoff

- Web Analytics 2.0
Author: Avinash Kaushik
- The Search: How Google and Its Rivals Rewrote the Rules of Business and Transformed Our Culture
Author: John Battelle
- Being Digital
Author: Nicholas Negroponte,
- The Inmates are Running the Asylum: Why High Tech Products Drive Us Crazy and How to Restore the Sanity
Author: Alan Cooper.
- Convergence Culture: Where Old and New Media Collide
Author: Henry Jenkins

Journals

- International Journal of Electronic Commerce
 - Journal of Electronic Commerce Research
 - Quarterly Journal of Electronic Commerce
 - International Journal of Electronic Business
 - Advances in Electronic Business
 - Mobile Commerce Applications
 - Electronic Markets
 - Journal of Business Research
 - Journal of Advertising
 - Marketing Science
 - Journal of Consumer Research
 - Journal of Marketing
 - Journal of Marketing Research
 - Management Science
 - Electronic Commerce Research
 - Communications of the ACM
 - Proceedings of International Conference on Electronic Commerce
 - Electronic Journal of e-Government
 - Harvard Business Review
- Guest Lectures

Instructors are encouraged to invite guest lecturers from the industry to provide more real-world and current e-commerce perspectives.

IX. Methods of Assessment/Evaluation

Assignments, projects, cases and exams will address the course learning goals listed below. Wherever appropriate, assignments, projects and exams should seek to test students' ability to bring integrated thinking to the selected activity.

- Critical Thinking Skills
 - Applying e-commerce theory and business models to identify opportunities and solve business problems.
 - Applying cross-disciplinary perspectives to managerial decision-making related to e-commerce.
- Interpersonal, Leadership and Team Skills
 - Generating group decisions by skillfully using varied knowledge and life experiences.
- Social Responsibility Skills
 - Recognizing and analyzing relevant ethical and social responsibility challenges in developing and implementing e-commerce strategies.
- Business Functions Skills
 - Demonstrating learning of the essential integrated business functions related to e-commerce theories and applications.
- Domestic and Global Environment
 - Analyzing and learning e-commerce challenges and opportunities embedded in the dynamic local and global business environment (e.g. technological, legal, regulatory, political, cultural, and economic).

Possible course assessment methods include

1. Exams:

Questions should be integrative whenever possible and require students to apply what they learn.

2. Case Reports:

Analysis and writing of case reports.

3. Term Paper:

Preparation outside of class based on review of materials in journals and other outlets. The paper will deal with current/future trends and challenges facing e-commerce. A class presentation may be required.

4. Weekly Short Reports:

Given the fast changing nature of the e-commerce field, students may be required to sign up for e-commerce specific Web sites (e.g. E-marketer, Wired.com, NY Times technology newsletter) and be ready to discuss the latest e-commerce trends and news in class.

5. Possible Projects:

- I. A computer project assignment building a practical Web site for e-commerce applications. This project would explicitly require integrating information systems and marketing as it would require an analysis of customer needs and usability in designing an application.
- II. Students could work with local companies as consultants to develop an e-commerce strategy. This project would be a comprehensive project (individual or group) that incorporates critical and creative thinking in applying both marketing and I.S. perspectives.

In planning the exams, and other grading procedures, instructors should adhere to the relevant [University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.”](#)

Program-level assessment

Students should submit a project or case analysis to the portfolio and write a reflective essay that explains 1) how the course activity (case or project) required them to integrate knowledge or perspectives to improve decision making in the e-commerce environment. A rubric to evaluate how well students integrated knowledge in the case or project will be used to assess the project (sample rubric is attached).

X. Instructional Policies Requirements

A. Required Statement

In compliance with university policy, the final course grades will be based on at least three, and preferably four or more, demonstrations of competence. Under no circumstance shall the grade of any one such competency count for more than one-third of the course grade.

B. Attendance, Withdrawal, Late Assignments

Students are expected to attend classes and turn in assignments on time. Specific attendance and late assignment policies are up to each individual instructor’s discretion. The withdrawal policy is the same as that of the university.

C. Academic Integrity

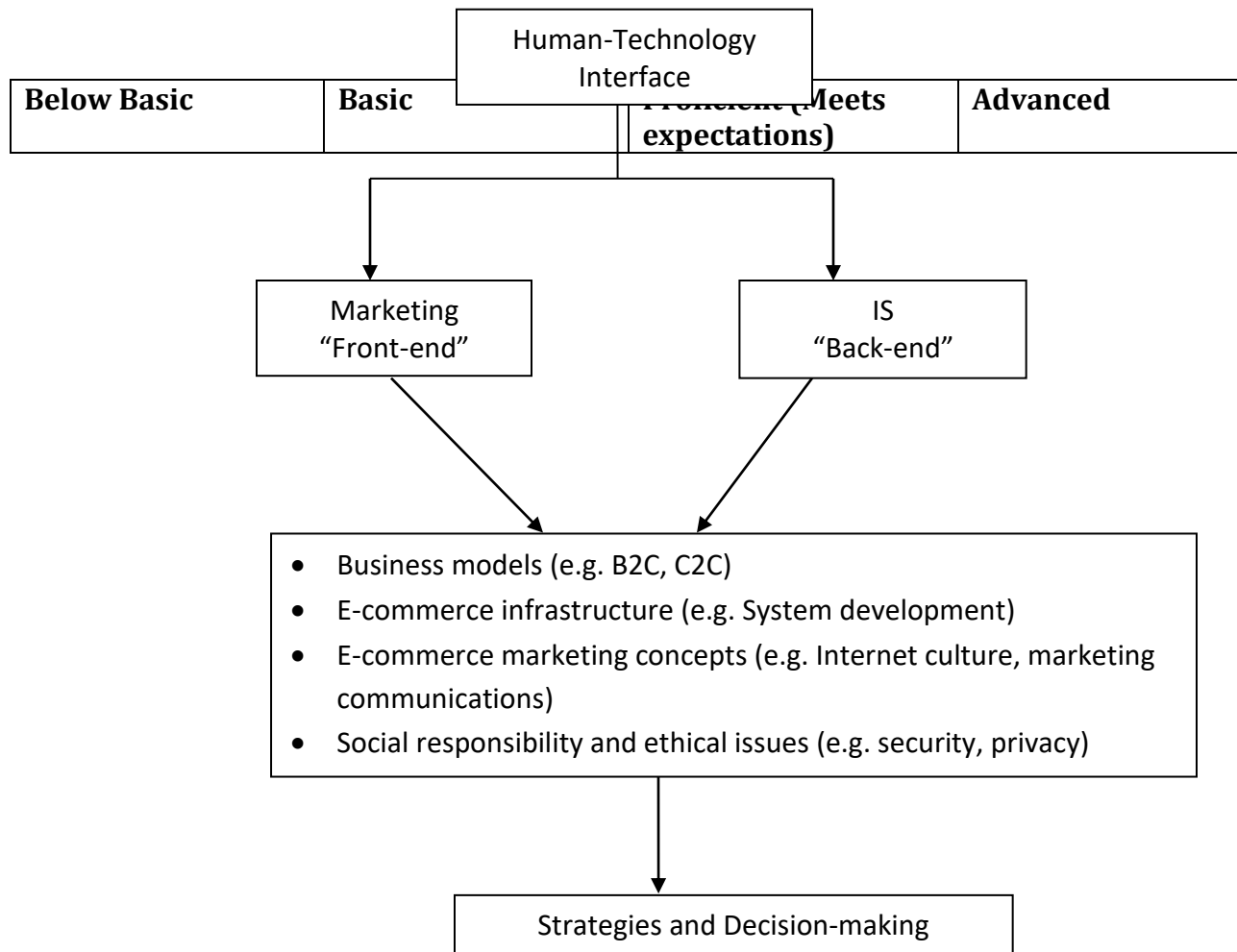
Students are expected to comply with the universally accepted norms of considerate and courteous behavior, and with all University rules and policies found in the current [University Catalog](#), including the [Withdrawal Policy](#) and [Policy on Cheating and Plagiarism](#). It will be assumed that students, throughout this course, will adhere to the tenets of *academic integrity* as articulated in [Dean's Letter on Academic Integrity](#). The course instructor may specify his/her own policies with regard to plagiarism, withdrawal, absences, etc. as long as these policies are consistent with the above mentioned University policies.

It is expected that all students to attend classes regularly and to be responsible from all materials covered in class, regardless of their attendance. Make-up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of the documents. It is important that the student provides all documentation without special prompting from the instructor. The student should give earliest possible notification of an anticipated excused absence. Students are encouraged to refer to [the specific university policy](#) on these issues.

Occasionally, adjustments in the course assignments become necessary. Students should be notified of changes, if any, and, whenever possible, should be consulted in advance about any changes.

Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.

Exhibit 1



Fails to recognize that e-commerce is an interdisciplinary field that integrates marketing, information technology, ethics, and others.	Recognizes that e-commerce is an interdisciplinary field, but does not understand the interrelationship among the various components of the field.	Understands the overall interrelationship of the various fields of e-commerce and how this relationship contributes to the strategic objectives of a business organization.	Demonstrates a full understanding of the interrelationship of the various fields of e-commerce and develops successful e-commerce strategies and applications to gain competitive advantage.
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Assessment-Integration Rubric