

Standard Course Outline

IS 684 eBusiness: Applications and Management

I. General Information

- Course number: IS 684
- Title: eBusiness: Applications and Management
- Units: 3
- Prerequisites: Graduate standing
- Course Coordinator: H. Michael Chung
- SCO Prepared by: H. Michael Chung
- Date prepared/revised: September 5, 2017

Catalog Description

Basics of e-business and developing a business model and applications in the virtual environment as well as managerial decision-making on e-business. Business models, technology infrastructure, cyber security, web analytics, and integration of technology with functional area applications are emphasized. Project and case studies. Letter grade only (A-F).

II. Course Justifications

LEARNING OBJECTIVES

The primary learning objective of this course is to develop a conceptual framework and the analytic skills to understand the variety of management, technology, and financial issues related to construct a sustainable ebusiness model. The specific learning objectives of this course are:

- **Critical Thinking Skills:** Students will build their critical thinking skills through the managerial decision-making process in developing an ebusiness model. Student will be able to demonstrate these skills through case analysis and problem-solving exercises.
- **Interpersonal and Team Skills:** Students will develop their teamwork, interpersonal skills in developing and managing an ebusiness. Students will demonstrate the interpersonal and team skills through team projects including case analysis and group presentations.
- **Business Functions Skills:** Students will demonstrate that a successful ebusiness model requires the understanding of business functional areas as well as close interaction of processes and data among them.
- **Quantitative & Technical Skills:** Students will acquire the necessary quantitative and technical skills to analyze and interpret business decisions based on collected data and derived information. Students will demonstrate these skills through technology

management, digital marketing, web analytics, risk analysis, cyber security, and financial analysis.

III. Course Objectives, Evaluation Instruments, and Instructional Strategies for Skill Development

OUTLINE OF SUBJECT MATTER and COURSE OBJECTIVES

- (i) to explain what e-business is and summarize the basic concepts for understanding how businesses operate in the digital economy.
- (ii) to become familiar with the different kinds of e-business and be able to plan and apply to business and management.
- (iii) to gain a sophisticated awareness of the variety of managerial issues raised by e-commerce, e-business and to understand implementing the paradigm shift/change management.
- (iv) to understand the strategic impacts of IT, inter-organizational systems, electronic commerce and markets, web analytics, business and process transformation, among others.
- (v) to be able to identify and manage the critical issues in planning and implementing an e-business project.

EVALUATION INSTRUMENT

Specific assignments will vary by instructor, but typical assignments include hands-on, in-class exams, presentations, and a project.

INSTRUCTIONAL STRATEGIES:

The instruction should include demonstration and hand-on exercises as well as discussions.

The instruction should cover current venture industry trends and latest technology status.

IV. Outline of Subject Matter

A. SUGGESTED COURSE SCHEDULE/TOPICS.

Sessions	Topics
1	Orientation
2	Introduction Business Models

3	Business Models
4	Infrastructure
5	Web-Site
6	Security and Payment Systems
7	Marketing
8	Social, Mobile, and Local Marketing
9	Ethical, Social and Political Issues
10	Retailing and Service
11	Content and Media
12	Social Networks, Auctions, and Portals
13	Conclusion
14	Project
15	Exam

This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructors.

B. CLASSROOM TIME TO BE SPENT.

- Lecture and exercises on the topics from Week 1 through Week 13: 40%
- Project, demonstrations, and hands-on: 40%
- Case studies and additional materials: 20%

V. Methods of Instruction

A. INSTRUCTION MODE.

Traditional X Hybrid Local Online Distance Education

B. CLASSROOM ACTIVITIES.

- i. Lecture, demonstration, hands-on, and discussions
- ii. Presentations

C. EXTENT AND NATURE OF TECHNOLOGY USE

Extensive usage of computers and technology applications

VI. Information about Recommended Textbooks/Readings

Textbook

-Laudon and Traver, E-Commerce: Business, Technology, Society (12th Edition), Prentice Hall, 2016 (either hardcopy or eBook) Print ISBN: 9780133938951, 013393895
eText ISBN: 9780133939101

-How the New Business Models of Digital Age have Evolved, J. Celaya and J.A. Vasquez, et al., Dosdoce, 2016.

-Harvard, MIT, and Stanford Cases and Articles.

VII. Instructional Policies Requirements

Instructor's syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on [Attendance \(PS 01-01\)](#), [Course Syllabi \(PS 04-05\)](#), and [Final Course Grades, Grading Procedures, and Final Assessments \(PS 12-03\)](#). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the

provisions of [Academic Technology and the Mode of Instruction \(PS 03-11\)](#).¹ Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate website](#) for campus guidelines and policy statements as they develop their individual course policies.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.

VIII. Course Assessment and Grading (Optional but highly recommended for core courses)

A. DESCRIPTION OF ASSESSMENT.

Homework

Students will complete individual and group based homework profiling their competence in various subject matters.

Assignments and Exam

Students will complete assignments and a final exam (required).

Projects

Instructors are strongly encouraged to assign comprehensive course project (group) that requires problem solving and uses software tools to conduct real-world business development.

Project Report key elements

- Business Model and Justifications
- Cost Benefit Analysis, and Risk
- Technology Architecture and Infrastructure
- Diagram, Prototype, or Demonstration

Component	Percentage

¹ The university policies listed are active as of 2015-2016 but may be subject to change in the future. For the most up-to-date policies, refer to the Academic Senate website's [Policy Statements](#).

Project	30
Cases Assignments	20
Technology Exercises	15
Quizzes and Class Participation	10
Final Exam	25
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Total	100
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B. GRADING POLICIES AND PROCEDURES.

In compliance with university policy: Final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the grade on any class tests count for more than one-third of the course grade.

Students are expected to attend courses 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.

<u>Grade</u>	<u>Required Total Points</u>
A	90% and above
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	Below 60%

IX. 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.



X. Assistive Technology

In compliance with Accessibility and Faculty Responsibility for the Selection of Instructional Materials (PS 08-11), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XI. Additional Resources for Development of Syllabi

- ♦ University policy [Course Syllabi and Standard Course Outlines \(PS 11-07\)](#)
- ♦ Academic Technology (ATS) [Accessible Syllabus Template](#)
- ♦ Faculty Center for Professional Development (FCPD) [Sample Syllabus Template](#)