

RYERSON UNIVERSITY

Ted Rogers School of Information Technology Management And G. Raymond Chang School of Continuing Education

COURSE OF STUDY 2017-2018

(C)ITM 350 – Concepts of e-Business

1.0 PREREQUISITE

The prerequisite for this course is (ITM 100 or ITM 102) or Direct Entry or in the two-year Business Tech. Ontario College Diploma Graduate Program. Students who do not have the prerequisite will be dropped from the course.

2.0 INSTRUCTOR INFORMATION

- Name:
- Office Phone Number:
- E-mail address:
- Faculty/course web site(s): <https://my.ryerson.ca>
- Office Location & Consultation hours:
 - Your instructor is available for personal consultation during scheduled consultation hours which are posted on their office door or on the course shell in D2L Brightspace. However, you are advised to make an appointment by e-mail or by telephone before coming to ensure that the professor is not unavoidably absent.
- E-mail Usage & Limits:

Students are expected to monitor and retrieve messages and information issued to them by the University via Ryerson online systems on a frequent and consistent basis. ***Ryerson requires that any official or formal electronic communications from students be sent from their official Ryerson E-mail account.*** As such emails from other addresses may not be responded to.

3.0 CALENDAR COURSE DESCRIPTION

This course explores the concepts, technology, and applications of electronic business (e-Business). It covers the technical, social, and business changes that contribute to the evolution of e-Business and its importance to today's business activities. It reviews how to develop business strategies and architectures to seize these opportunities. It explains the technological infrastructure needed to

support an e-Business system and describes how these systems are built. The course also examines characteristics and examples of e-Business.

4.0 COURSE OVERVIEW

The purpose of this course is to provide students with an opportunity to develop an understanding of current trends in the evolution of the “Digital Economy” and the specific issues related to doing business in this new economy. Thus, the focus will be on the practical implications in the field of Electronic Business, and its current trends.

Students will gain practical and theoretical knowledge of how new e-Business applications and models allow enterprises to operate digitally, or engender new business ventures. The course will take a business and technical perspective. Students are expected to bring a good understanding of the use of the Internet, as well as a basic competence in such fields as business marketing, accounting and the use of information technology. In this course they will learn how to apply their knowledge to this continuously emerging field.

5.0 COURSE OBJECTIVES

The students in this course will build on previous knowledge and experiences of business fundamentals and the application of technology to support business operation in a digital marketplace. ITM350 concentrates on the application of technology to support e-Business strategy and initiatives in today’s digital economy. The learning objectives for this course are: (1) to develop a comprehensive knowledge of e-Business models; (2) to acquire the skills to analyze the effectiveness of an organization’s Internet presence and eBusiness initiatives; and (3) to develop the competencies to investigate potential opportunities in the e-Business domain.

The objectives of the course are to enable students to develop and improve skills in:

- 1 understanding of the fundamental social, business and technology drivers in the digital economy;
- 2 understanding the current status of e-Business and follow its evolution;
- 3 explaining how basic business functions (such as marketing, sales, manufacturing, distribution and customer service) are impacted by e-Business;
- 4 discussing outstanding issues in this new field (such as copyright, privacy, consumer protection, taxation and payment flows), as well as likely future developments;
- 5 thinking critically about e-Business initiatives and opportunities; and developing their own e-Business ventures.

6.0 EVALUATION

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Percentage of the Final Grade
Assignments (see Appendix A for a description of the assignments)	15%
Project (see Appendix B for a description of the project)	15%
Midterm Examination	30%
Final Examination	40%
Total	100%

NOTE: Students must achieve a course grade of at least 50% to pass this course.

Citation Format for Essays and Term Papers

All essay assignments, term paper and other written works must adhere with APA citation format. Technical errors (spelling, punctuation, proofing, grammar, format, and citations) and/or inappropriate levels of language or composition will result in marks being deducted. You are encouraged to obtain assistance from the Writing Centre (www.ryerson.ca/writingcentre) for help with your written communications as needed.

You can find APA guidelines and academic referencing from the following online resources:

a) Ryerson Writing Support Web site:

<http://www.ryerson.ca/content/dam/studentlearningsupport/resources/citation-conventions/APA%20Basic%20Style%20Guide.pdf>

b) Ryerson Library for APA style guide: www.ryerson.ca/library/subjects/style/apa.html

7.0 POSTING OF GRADES

- ❖ All grades, on assignments or tests must be posted or made available to students through the return of their work. Grades on final exams must be posted. However, as there may be other consideration in the determination of final grades, students will receive their official final grade in the course only from the Registrar. Final official course grades may not be posted or disclosed anywhere by an instructor.
- ❖ Posting of grades on the Course Management System (D2L Brightspace) is preferred. If grades are posted in hard copy they must be posted numerically sorted by student identification number after at least the **first four digits** have been removed. Instructors must inform students in all course management documentation of the method to be used in the posting of grades. Students who wish not to have their grades posted must inform the instructor in writing.
- ❖ Some graded work will be returned to students prior to the last date to drop a course without academic penalty.

8.0 TOPICS – SEQUENCE & SCHEDULE

Session	Topic	Learning Outcomes	Readings	Activities & Due Dates
1	Introduction	-Discuss the primary technological building blocks underlying e-commerce -Recognize major current themes in e-commerce	Chapter 1	In-class discussions
2	E-commerce Business Models	-Identify the components of e-business models -Describe major B2C and B2B business models -Examine key business concepts and strategies applicable to e-commerce	Chapter 2	Assignment 1 Given
3	E-commerce Infrastructure	-Explain the current structure of the Internet -Describe how Internet and Web features and services support e-commerce -Explore the impact of mobile applications	Chapter 3	Assignment 1 Due
4	Building an E-commerce Presence	-Explain the process that should be followed in building an e-commerce presence -Discuss the major considerations involved in choosing the most appropriate	Chapter 4	In-class discussions Assignment 2 Given

		<p>hardware for an e-commerce site</p> <ul style="list-style-type: none"> -Explore the important considerations involved in developing a mobile website and building mobile applications 		
5	E-commerce Marketing and Advertising Concepts Social, Mobile, and Local Marketing	<ul style="list-style-type: none"> -Examine the key features of the Internet audience and consumer behavior -Discuss the main technologies that support online marketing -Analyze the cost and benefits of online marketing communications -Describe the social marketing process -Identify the key elements of a mobile marketing campaign -Explore the capabilities of location-based local marketing 	Chapters 6 & 7	<p>Feasibility Plan Draft Due</p> <p>In-class discussions</p>
6	Examination			Midterm Exam
7	Online Retailing and Services	<ul style="list-style-type: none"> -Discuss the environment in which the online retail sector operates today -Explain how to analyze the economic viability of an online firm -Explore current trends in the 	Chapter 9	<p>Proof-of-Concept Draft Due</p> <p>In-class discussions</p> <p>Midterm review</p> <p>Assignment 2 Due</p> <p>Assignment 3 Given</p>

		online career services industry		
8	Online Content and Media	<ul style="list-style-type: none"> -Explore the major trends in the consumption of media and online content, the major revenue models for digital content delivery, digital rights management, and the concept of media convergence -Discuss the key factors affecting the online entertainment industry 	Chapter 10	<ul style="list-style-type: none"> Feasibility Plan Final Due In-class discussions Assignment 3 Due
9	Social Networks, Auctions, and Portals B2B E-commerce SCM and Collaborative Commerce	<ul style="list-style-type: none"> -Describe the different types of social networks and online communities and their business models -Describe the major types of auctions, their benefits and costs and appropriate for e-commerce -Describe the major types of Internet portals and their business models -Discuss the evolution and growth of B2B e-commerce -Explore how procurement and supply chains relate to B2B e-commerce 	Chapters 11 & 12	<ul style="list-style-type: none"> Proof-of-Concept Final Due In-class discussions Assignment 4 Given

10	E-commerce Security and Payment Systems Ethical, Social, and Political Issues in E-commerce	Discuss the scope of e-commerce crime and security problems -Identify the key security threats in the e-commerce Environment -Describe the features and functionality of electronic billing presentment and payment systems -Discuss why e-commerce raises ethical, social, and political issues -Explore the basic concepts related to privacy and information rights, the practices of e-commerce companies that threaten privacy, and the different methods that can be used to protect online privacy	Chapters 5 & 8	In-class discussions Assignment 4 Due
11	Project Presentations	Group presentations		Presentations
12	Project Presentations	Group presentations		Presentations

9.0 TEACHING METHODS

This course will incorporate the following teaching/learning methods:

Lectures, readings, case study analysis, and discussions are the primary teaching methods in this course. Students are expected to have studied the assigned readings and completed any online or written pre-class assignments prior to attending the lectures. The lectures will review and expand the textual material and provide students with the professor's commentary, examples, and illustration. The tutorials will be mainly focused on group work. The case studies will be used to reinforce the application of various e-Business concepts and demonstrate some of the dynamics that would apply in a situation. Discussion of the cases could focus on the behavioural elements, positivistic aspects of

the underlying issues, or in some cases can include a speculative element.

There will be a number of case study assignments (see Appendix A below). Students are expected to submit reports analyzing these cases. Cases will be selected from renowned case publishing sources (e.g., Harvard Business School, Ivey Cases). Students are expected to purchase their individual case copies from the online source.

For term project, students are to work in teams to plan an e-Business initiative for a real or hypothetical company (see Appendix B below). Students are to present their plan and proof-of-concept design specification in an oral presentation and in a written summary.

Appendix A – Assignments (15%)

There will be several individual/group homework assignments throughout the semester. All assignments are designed to help students apply concepts of the course, develop teamwork skills, and enhance their analytical skills.

Assignment 1: Technology Briefing (individual – worth 2%):

The goal of this individual exercise is threefold. First, to develop in-depth knowledge on a particular aspect of e-business information technology. The second goal is to share this knowledge with your classmates, thereby significantly increasing your knowledge store of these technologies and trends. Finally, as a result of doing so, the third goal is to develop the necessary cognitive skills, or mental models, that will allow you to repeat this process in the course of your professional lives.

There are three parts to this exercise: selecting a topic (and justifying your choice); preparing and conducting a short (90 seconds) executive briefing (elevator pitch); and preparing a 1-slide “fact sheet” to be displayed during.

Assignment 2: Website Evaluation (group – worth 3%):

Though websites come in many forms, it remains that they are used for three interrelated purposes: entertainment, education (or information), and transactions. The goal of this exercise is to find and analyze two exemplary websites in one of these categories: a positive, or good website, and a negative, or bad site. In doing so, you will gain insights into what makes websites works, and an idea of ‘rules’ you might apply should you be in a position to develop or guide development of a site someday.

The final product of this assignment is a 7-9 page (single-spaced, reasonable font & margins) report (maximum 4500 words), plus cover and appendices, containing an analysis of 2 (and only 2) websites that in your opinion represent as good and as bad an example, respectively, of their industry or goods category.

Assignment 3: Case Analysis (individual – worth 5%):

After reading the case “case_name”, your task is to prepare a written case analysis report. Your case write-up must be no longer than 3 pages (excluding a cover page) in length with 12-point font, 1.5-line spacing, and 2.5 cm (or 1 inch) margins.

Assignment 4: E-Business Startup Analysis (individual – worth 5%):

For this assignment, you are asked to write a 1 to 1.5 page (single-spaced, 11pt Times New Roman) analysis of a new e-business startup in the format of a news article. You should select a new startup that

is still relatively unknown. To complete this assignment, you are expected to research the company using any tools you have available.

Appendix B – Project (15%)

1. Overview:

The course project and presentation are designed to help students apply concepts of the course; develop skills of interacting with others; and in communicating their ideas, orally and in writing. The project will be completed in groups, the size of which will depend on final class enrollment numbers. Each group will be asked to formulate a business plan for a new e-commerce venture. Subsequently, they are asked to build a prototype of the e-commerce website.

The project will consist of three parts. The first is a written business plan document, not to exceed fifteen 1.5-spaced pages (not including appendices). The second is a prototype of the website for the new e-business venture. The third is a 10-minute presentation before a panel of judges, where teams are asked to pitch their ideas and unveil their prototypes.

Projects often require working with specific tools/software/techniques that you may not have worked with earlier - given your diverse backgrounds, you will be expected to read up and learn to work with these on your own initiative.

2. Deliverables:

a) Business Case Outline

You must submit a one-page outline that describes your new venture and highlights its uniqueness. This part is not graded.

b) Written Feasibility Plan

Typical structure for a business plan for a startup venture:

- Cover page and table of contents
- Executive summary
- Business Concept:
 - business description
 - business environment analysis
 - industry background
 - competitor analysis
- Market Analysis and Plan
- Operations plan
- Management summary
- Technical Feasibility
- Financial Feasibility
- Attachments and milestones

c) Prototype

Each team will develop the design document for a prototype of the website for the new venture.

d) Presentation

Each group will give a 10-minute presentation before a panel of judges, where teams are asked to pitch their ideas and unveil their prototypes.

- Start with a general overview of the venture (elevator pitch).
- Go through the different plans.
- Showcase your prototype.

The presentation will be evaluated by the instructor, judges, and your classmates. Team members are expected to equally contribute to the project.

10.0 TEXTS & OTHER READING MATERIALS

Title: E-Commerce 2017: Business, Technology, Society (13th Edition)

Author: Kenneth C. Laudon, Carol G. Traver

Publisher: Pearson

ISBN: 978-0134601564

11.0 VARIATIONS WITHIN A COURSE

All sections of a course (Day and CE sections) will follow the same course outline and will use the same course delivery methods, methods of evaluation, and grading schemes. Any deviations will be posted on D2L Brightspace once approved by the course coordinator.

12.0 OTHER COURSE, DEPARTMENTAL, AND UNIVERSITY POLICIES

- For more information regarding course management and departmental policies, please consult the ‘**Appendix of the Course of Study**’ which is posted on the Ted Rogers School of Information Technology Management website, <http://www.ryerson.ca/content/dam/itm/documents/cos/Appendix.pdf>. This appendix covers the following topics:
 - 12..1 Attendance & Class Participation
 - 12..2 Email Usage
 - 12..3 Request for Academic Consideration
 - 12..3.1 Ryerson Health Certificate
 - 12..3.2 Academic Accommodation for Students with Disabilities
 - 12..3.3 Religious, Aboriginal or Spiritual Observance
 - 12..3.4 Re-grading and Recalculation
 - 12..4 Examinations & Tests
 - 12..4.1 Period of Prohibition from Testing
 - 12..4.2 Make-Up of Mid-Term Tests, Assignments and Other Assessments During the Semester
 - 12..4.3 Make –Up of Final Exams
 - 12..4.4 Missing a Make-Up
 - 12..5 Late Assignments
 - 12..6 Standard of Written Work
 - 12..7 Academic Grading Policy
 - 12..8 Academic Integrity
 - 12..8.1 Turnitin.com
 - 12..9 Student Rights