

RYERSON UNIVERSITY

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

(C)ITM 350 – Concepts of e-Business

COURSE OUTLINE FOR 2020-2021

1.0 PREREQUISITE(S)

[(C)ITM 100 or (C)ITM 102] or Direct Entry or in the two-year Business Tech. Ontario College Diploma Graduate Program

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 virtual consultation during scheduled consultation hours. Information on the consultation format is provided in the D2L course shell. If you wish to make an appointment, kindly do so via email to ensure the professor is available.
- E-mail Usage & Limits:

Students are expected to monitor and retrieve messages and information sent through D2L and Ryerson email on a frequent and consistent basis. In accordance with the policy on Ryerson student email accounts ([Policy 157](#)), Ryerson requires that any electronic communication by students to Ryerson faculty or staff be sent from their official Ryerson email account. Messages from other accounts may be disregarded.

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 OBJECTIVES AND LEARNING OUTCOMES

Learning outcomes describe what students are expected to have learned or achieved; as a result, they usually describe what students will be capable of doing, or what evidence will be provided to substantiate learning.

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.

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 be 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.

5.0 TEXTS & OTHER READING MATERIALS

Title: E-Commerce 2019: Business, Technology and Society (15th Edition)

Author: Kenneth C. Laudon, Carol G. Traver

Publisher: Pearson

ISBN: 978-0134998459

6.0 TEACHING METHODS

In Fall 2020 this course will be taught remotely in virtual classrooms. Instruction will take place at scheduled hours, following the approach outlined in D2L Brightspace. You will not be required to attend the Ryerson University campus to complete this course.

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.

For term project, students are to work in teams of 2-4 individuals to create a small e-commerce site/auction or mobile app depending on their level of skill or interest. Students are to present their idea and plan, provide a work in progress report and demonstration, develop their final site, prepare a marketing, security, and payment strategy and then present their final project. Students are also expected to carry out a peer evaluation for the other projects in the class during the work-in-progress and final presentations.

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

7.0 EVALUATION, ASSESSMENT AND FEEDBACK

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

| Evaluation Component | Percentage of the Final Grade |
|----------------------|-------------------------------|
| Lab Assignments | 30% |
| Project | 30% |
| Final Examination | 40% |
| Total | 100% |

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

- ❖ At least **20%** of student's grade based on individual work will be returned to students prior to the last date to drop a course in [good academic standing](#).

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:

[Student Learning Support > Online Resources > Writing Support Resources](#)

- [APA Basic Style Guide](#)

[Ryerson Library Citations and Style Guides](#)

- [APA Style](#)

8.0 PLAGIARISM DETECTION

Turnitin

Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

9.0 TOPICS – SEQUENCE & SCHEDULE

| Session | Topic | Learning Outcomes | Reading(s) | Activities & Due Dates |
|---------|--------------|--|------------|---|
| 1 | Introduction | -Discuss the primary technological building blocks underlying e-commerce | Chapter 1 | Lab 1: E-commerce: Amazon, Alibaba and Kijiji |

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| | | -Recognize major current themes in e-commerce | | Handout: Lab 1 assignment Project proposal assignment |
| 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 | Lab 2: Using metrics for evaluating e-commerce sites Handout: Lab 2 assignment |
| 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 | Student Submission: Lab 1 60-second presentation and infographic on e-commerce topics |
| 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 hardware and database engine for an e-commerce site -Explore the important considerations involved in developing a mobile website and building mobile applications | Chapter 4 | Lab 3 – Shopify Handout: Final project outline Student Submission: Lab 2 Project proposal |
| 5 | E-commerce Marketing and Advertising Concepts Social, Mobile, and Local Marketing | -Examine the key features of the Internet audience and consumer behaviour | Chapters 6 & 7 | Lab 4 – Wix/Wordpress |

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| | | <ul style="list-style-type: none"> -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 | | |
| 6 | 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 - 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 | Chapter 11 & 12 | <p>Lab 5: Online auction tools</p> <p>Handout: Lab 3, 4, 5 comparison assignment</p> |
| 7 | 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 | Chapter 10 | Lab 6: Mobile e-commerce - Compare iStore versus Google Playstore for advertising/pricing and procedure |

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| | | concept of media convergence -Discuss the key factors affecting the online entertainment industry | | Handout: Lab 6 assignment Student Submission: Lab 3, 4 & 5 comparison |
| 8 | E-Commerce Analytics | <ul style="list-style-type: none"> - Explore the basic concepts and functionality of analytics tools and options available for e-commerce - Discuss the uses, benefits and gaps of analytics tools - Discuss impact of analytics on e-commerce and business practices - Apply analytics to project. | Course reading | Lab 7: E-commerce analytics tools Handout: Lab 7: Assignment |
| 9 | Work-in-progress group meetings and peer evaluation – Student Submission: Progress report and peer evaluations | | | |
| 10 | E-commerce Security and Payment Systems Ethical, Social, and Political Issues in E-commerce | <p>Discuss the scope of e-commerce crime and security problems</p> <ul style="list-style-type: none"> -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 | Chapters 5 & 8 | Lab 8: SEO techniques Handout: Lab 8 assignment Student Submission: Lab 7 assignment |

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| | | -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 | | |
| 11 | Online Retailing and Services | -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 online career services industry | Chapter 9 | Presentations Submission: Lab 8 assignment |
| 12 | Project Presentations and Peer review | Group presentations | | Presentations Student Submission: Final project report, peer reviews and e-commerce site URL |

10.0 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.

11.0 OTHER COURSE, DEPARTMENTAL, AND UNIVERSITY POLICIES

For more information regarding course management and departmental policies, please consult the [Course Outline Appendix](#) which is posted on the [Ted Rogers School of Information Technology Management website](#)

NOTE: Students must adhere to all relevant university policies found in their online course shell in D2L and /or on the following URL: [senate-course-outline-policies](#).

The appendix covers the following topics:

Attendance & Class Participation
Email Account
Request for Academic Consideration
Examinations & Tests
Late Assignments
Standard of Written Work
Academic Grading Policy
Academic Integrity
Student Rights

Important Resources Available at Ryerson

- [Academic Accommodation Support](#): Ryerson University acknowledges that students have diverse learning styles and a variety of academic needs. If you have a diagnosed disability that impacts your academic experience, connect with Academic Accommodation Support (AAS). Visit the [AAS website](#) or contact aasadmin@ryerson.ca for more information. Note: All communication with AAS is voluntary and confidential, and will not appear on your transcript.
- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement.
- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.