MET MG448 B1 & EX E-commerce & Web Design

SYLLABUS

Spring 2016

Jung Wan Lee, Ph.D.

Boston Charles River Campus – Classroom and Lab – Face to Face

Administrative Sciences Department
Metropolitan College
Boston University

1. Course Overview

1.1 Description from Course Catalog

MET MG448 B1 & EX E-commerce & Web Design
This course is to develop knowledge and skills in the managerial aspects of electronic commerce and in building web sites using Dreamweaver CS5.5. The course provides an in-depth understanding of electronic commerce as the basis for interactive communication and commerce platform and as a marketplace for performing business activities. (4 credits).

1.2 Introduction

This course provides you an integrated introduction to e-commerce and web designs. By "integrated" is meant that you will learn all of the fundamental aspects of e-commerce and web designs, both managerial and technical. Finally, in practices you will learn about and how to apply the skills required of an e-commerce manager and/or a web designer.

1.3 Prerequisites

a) **Courses: None**

b) **Student Competencies:**
   Independent Research (APA Paper Format)

2.   Basic Information

2.1   Schedule

Classroom: **FLR 134**
Date and Time: **Tuesday 6:00 pm – 9:00 pm**

The course will be taught as a 3 hour class each week, divided by two 10 minute breaks into 3 roughly equal sessions.

2.2   Delivery Mode
Classroom and Lab - face to face (Blended Course)

The course will meet in **FLR 134** for class sessions and **SHA Computer Lab 1** (928 Commonwealth Ave.) for lab sessions. Be certain you keep track of the location of each meeting.

2.3   Instructor:

JUNG WAN LEE, Ph.D.

Teaching
Jung Wan Lee holds a Ph.D. in Business Administration (Marketing) and advanced degrees in International Logistics (MBA), International Finance (MA), and Electronic Commerce (MS) with solid applied backgrounds in international business and management. He has many years of research and teaching experience in electronic commerce, international marketing, international business and management in Korea, USA, and Kazakhstan. He also has substantial experience of international business in Korea, Japan, China, and Russia.

He teaches AD655 International Business, Economics and Cultures, MG520 International Business Management, MG448 Electronic Commerce and Web Design, MG473 Qualitative & Quantitative Decision Making in graduate and graduate programs at Metropolitan College. For further information, see: http://www.supermanlee.com.

Research
He has written over sixty research papers and four books during the past 10 years. He has four award-winning research papers: 1) Best Paper Award at the Twelfth International Conference of International Management Development Association, in June 2006, in Vancouver, Canada, 2) Distinguished Research Award at the Spring 2009 International Conference of Allied Academies, in April 2008, in Tunica, Mississippi, 3) Distinguished Research Award at the Spring 2009 International Conference of Allied Academies, in April 2009, in New Orleans, LA, 4) Distinguished Research Award at the Fall 2009 International Conference of Allied Academies, in October 2009, in Las Vegas, NV.

He serves as the Editor-in-Chief for the *Journal of Administrative Sciences and Technology* (ISSN 2165-9435) and *Journal of Distribution Science* (ISSN 1738-3110). He also serves as an Associate Editor of the *African Journal of Marketing Management* (ISSN: 2141-2421) and as a Consulting Editor of the *World Journal of Entrepreneurship, Management and Sustainable Development* (ISSN: 2042-5961).

Contact: **Tel: 617-358-5627** **e-mail: jwlee119@bu.edu**
Office: **808 Commonwealth Avenue, Room 245**

Hours: **Tuesday** **3:00 - 5:00 pm**
Wednesdays **3:00 - 5:00 pm**
and by appointment.

2.4 Other Information

a) Getting Started, or What Should I Do First?

I want you to improve—there wouldn't be much point in taking this course if you didn't. Taking this course is not about learning an e-commerce and web design project—you could do that by reading a book. This course is about becoming a critical thinker, learning to evaluate what you read, getting some data, evaluating the source of the data, and developing your own conclusions. I know this is intimidating, but my job is to challenge you.

If that sounds ambitious, it is. I am here to help you through that process. This is hard! Don't expect to master it in the first week. It will be difficult and unfamiliar. I only know of one way to succeed at this: try, try, and try again.

Reading the literature should be your starting point. You have access to the library—use it. When facing an assignment, think it through and write down some key concepts and terms. Don't just start writing. Using the topics and vocabulary you have written down, try to find and read some scholarly articles. Learn to cite and reference correctly. Finally, write your own paper with your own thoughts, weaving in the research you have done.

Ask yourself the following question: What have I written that is original? Then focus your paper on your work.

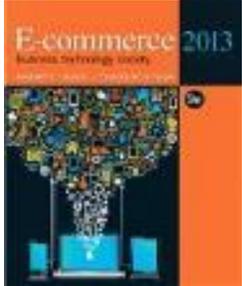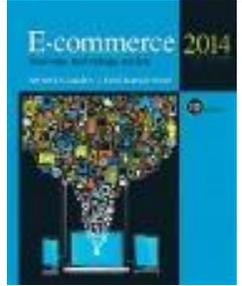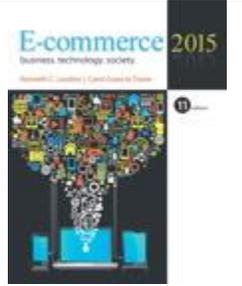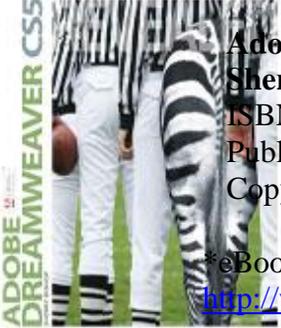### b) General Guidance

Challenge everything!

The internet has made data accessible to everyone. In fact, there is really way too much of it. The problem is that you don't know how to evaluate it. Where does it come from? Who wrote it and why? What is their agenda?

I encourage you to challenge anything and everything. Don't just read the textbook, read with a view to challenging what is being said. If you challenge something, be sure to be able to back up your claim with research and correct references.

3. Textbook & Materials

3.1 Required Textbook

Textbook One (any edition of the following☺)

E-Commerce 2013, 9/E	E-Commerce 2014, 10/E	E-Commerce 2015, 11/E
Kenneth Laudon	Kenneth Laudon	Kenneth Laudon
Carol G. Traver	Carol G. Traver	Carol G. Traver
ISBN:9780132730358	ISBN: 9780133024449	ISBN:9780133507164
Prentice Hall	Prentice Hall	Prentice Hall
Copyright: 2013	Copyright: 2014	Copyright: 2015

Textbook Two

Adobe Dreamweaver CS5 Revealed, 1st Edition
Sherry Bishop
ISBN-13: 9781111130664
Publisher: Delmar Cengage Learning
Copyright: © 2011

*eBook or eChapters available at
http://www.cengagebrain.com/shop/ISBN/9781111130664?cid=APL1

Required textbooks for this course can be purchased from Barnes & Noble at Boston University at http://bu.bncollege.com.

3.2 Other Required Materials

a) Additional reading materials

Read electronic commerce and web design-related websites (such as W3c World Wide Web Consortium http://www.w3.org/; InformITnetwork http://www.informit.com/index.aspx; Internet4Classrooms http://www.internet4classrooms.com/on-line_dw.htm) in order to better understand to current electronic commerce and web design skills or resources.

b)   Boston University Library Link

As Boston University students you have full access to the BU libraries. You can gain access to anything at the libraries that is electronically formatted—or better said, available online. That includes vast holdings, among them subscriptions to periodicals, books, audio and video recordings, etc. Boston University's Office of Information Technology and the Libraries offer an option for remote access to Boston University's online library resources.

3.3   Blackboard/Course Info

This course will use a Blackboard site. Students are required to have a BU ID and password to log in. If you do not have a BU ID yet, note that this takes some time so be sure to start this process well before class starts. The site is: http://blackboard.bu.edu/

4.   Course Learning Objectives

4.1   Course Goals and Objectives

This course provides you an integrated introduction to e-commerce and web designs. By "integrated" is meant that you will learn all of the fundamental aspects of e-commerce and web designs, both managerial and technical. Finally, in practices you will learn about and how to apply the skills required of an e-commerce manager and/or a web designer.

The objective of the course can be summed up quickly as helping you to appreciate the rapid growth associated with internet enabled business as well as some of the difficulties. It is my objective to introduce you to the general issues, technical (Internet security, Web and Internet infrastructure, Online payment mechanisms, etc.) and non-technical (strategy, marketing, e-commerce business development, etc.).

In addition I will want you to become acquainted with some development tools. One such tool is the Blogger which is a general communications tool. Blogger is being used by teenagers and private publishers to discuss everything from a teen's favorite record to comments by private individuals (and now companies) concerning your company. Politicians, TV anchors and firms have underestimated the power of the Blog. Several have been very sorry for this underestimation. Blogs are easy and kind of fun. They are a rapidly growing national and international communications medium and something you should understand. Throughout the course the student is introduced to the Ecommerce environment relating to B2B, B2C as well as B2G. We will also briefly discuss the controversial, and rapidly growing, area of P2P.

4.2   Course Learning Objectives

After you have completed this course, you should be able to:
* Understand electronic commerce business models and concepts

- Understand the Internet, World Wide Web, and infrastructure for electronic commerce.
- Acquire technical skills to build an electronic commerce website
- Demonstrate a high level of electronic commerce marketing
- Appreciate online security and payment systems for an effective electronic commerce

In an effort to:
1. Combine theory and practice
2. Combine the strategic with the tactical
3. Use relevant concepts to analyze and assess complex Internet enabled business situations.
4. Gain an understanding of the different areas of the company that are affected by internet enabled technologies.

4.3   Course Expectations and Class Activities

In pursuing these objectives, the course will employ the following:
1. Classroom Lectures reviewing text information in a valued added manner with enhanced discussions of chapter topics
2. Present Ecommerce related simulations to assist in the better understanding of specific Ecommerce issues.
3. Development of a Blog
4. Development of an ecommerce website (for profit or not for profit) with explanations of the design, purpose, audience and interactions.
5. Readings from text, cases and recent information sources

4.4   Schedule

a)   Class Schedule

MET MG448 B1 & EX Schedule

MG448 B1 & EX E-commerce and Web Designs (4 credits)			
Class week	**Topics**	**Delivery Mode & Text**	**Classroom**
Week 1 01/19/16	**Topic 1: The Revolution Is Just Beginning** **Topic 2: E-Commerce Business Models and Concepts** • Identify key components of e-commerce business models • Describe b2C, and B2B business models • Identify emerging business models of e-commerce • Understand key business concepts applicable to	Lecture Chapter 1 & 2	FLR 134

	e-commerce		
Week 2 **01/26/16**	**Topic 3: The Internet and Word Wide Web: E-Commerce Infrastructure** • Identify key technology concepts behind the Internet • Explain the current structure of the Internet • Understand how the world wide web works • Describe how Internet and web features and services support e-commerce **Topic 4: Building an E-Commerce Web Site** • Explain the process that should be followed in building an e-commerce web-site • Describe the major issues surrounding the decision to outsource site development and hosting • Identify tools that can improve web site performance	Lecture Chapter 3 &4	FLR 134
Week 3 **02/02/16** **[Due: Your own Blog]**	**Practice One:** **Create and post your Blog's URL and comment on classmates' Blogs** A. Using **Blogger** at http://www.blogger.com. B. Using **WordPress** at http://www.wordpress.com. • Video 1: Welcome to WordPress; running time: 2 minutes. • Video 2: Starting WordPress; running time: 20 minutes. Also, once you are over that the above YouTube link, there are numerous other "Getting Started with Blogging in WordPress" videos. Feel free to look at them if you need more help.	Lab Practice	SHA Computer Lab (928 Commonwealth Ave.)
	Practice Two: with Dreamweaver CS6 **The Dreamweaver CS6 Interface** • New Dreamweaver CS4 Features • The Standard Toolbar; The Style Rendering Toolbar • Common Objects; Layout Objects; Form Objects; Data Objects; Spry Objects; Text Objects; • The CSS Styles Panel ; The AP Elements Panel ; The Files Panel; The Assets Panel;	Lab Practice	SHA Computer Lab (928 Commonwealth Ave.)

	Building a Web Page • Working with a New Document in Design View • Modifying the Page Properties • Working with Text • Working with Images • Inserting Images into a Dreamweaver Document • Creating a Navigation Bar		
Week 4 02/09/16 **[Due: Assignment 1: case report]**	**Practice Three: with Dreamweaver CS6** **Web Page Structuring Using Tables** • Inserting and Working with Tables • Adding and Removing Rows and Columns • Changing Cell Widths and Heights • Setting the Background Color and Cell Wrapping • Converting a Cell to a Header • Working with Tables in Expanded Mode • Importing Tabular Data **Page Structuring Using Cascading Style Sheets** • Working with AP Elements • Designing Tableless Web Pages • Designing the Page Structure • Inserting <div> Tags • Built-In CSS Page Layouts	Lab Practice	SHA Computer Lab (928 Commonwealth Ave.)
Week 5 02/16/16	**No Class [02/16/16]** **[Substitute Monday class]**		
Week 6 02/23/16	**Practice Four: with Dreamweaver CS6** **HTML Forms** • Working with Forms and Form Objects • Text Fields, Password Fields, and Text area • Check Boxes and Checkbox Groups • Radio Buttons and Radio Groups • Test the Form **Using Behaviors** • Using the Behaviors Panel • Jump Menu and Jump Menu Go • Open Browser Window	Lab Practice	SHA Computer Lab (928 Commonwealth Ave.)

	• Preload Images • Validate Form • Deprecated Behaviors		
Week 7 **03/01/16**	**Practice Five: with Dreamweaver CS6** **Incorporating Video and Audio** • Working with Video Clips • Audio on the Web • Linking to Audio Files • Embedding Audio Files • Playing Background Music **Working with Templates and Library Items** • Creating a New Template • Defining Editable Regions • Working with Repeating Regions • Defining Optional Regions • Setting Optional Region Properties • Managing Templates Using the Assets Panel	Lab Practice	SHA Computer Lab (928 Commonwealth Ave.)
Week 8 **03/08/16**	**No Class [03/08/16]** **[Spring recess]**		
Week 9 **03/15/16** **[Due: Web Project]**	**Part 1. Presentation of Web design projects** **Part 2. Chapters review** Please read the textbook and prepare answers for the following questions. **Discussion Questions for eBay Inc** http://www.ebay.com/ ■ eBay is one of the only major Internet "pure plays" to consistently make a profit from its inception. Other major web sites, like Amazon.com and Yahoo!, have entered the auction marketplace with far less success than eBay. What is eBay's business model? How has eBay been able to maintain its dominant position? ■ What method does eBay use to reduce the potential for fraud among traders on its site? What kinds of fraud, if any, are eBay users most susceptible?	Students' Presentation Students' Discussion	FLR 134

	■ eBay makes every effort to conceptualize its users as a community (as opposed to, say "customers" or "clients"). What is the purpose of this conceptual twist and does eBay gain something by doing it? ■ eBay has long been a marketplace for used goods and collectibles. Today, it is increasingly a place where major businesses come to auction their wares. Why would a brand name vendor set-up shop on eBay?		
Week 10 **03/22/16**	**Topic 5: Online Security and Payment Systems** • Describe key dimensions of e-commerce security • Identify key security threats in the e-commerce environment • Describe how technology helps protect the security of messages sent over the Internet • Identify the tools used to establish secure Internet communications channels • Understand major e-commerce payment mechanisms **Topic 6: Ethical Social Issues in E-Commerce** • Understand why e-commerce raises ethical and social issues • Recognize main ethical and social issues raised by e-commerce • Identify practices of e-commerce companies that threaten privacy • Describe the different methods used to protect online privacy • Understand how governance of the Internet has evolved over time	Lecture Chapter 5 & 8	FLR 134
Week 11 **03/29/16**	**Topic 7: E-Commerce Marketing Concepts and Marketing Communications** • Understand how consumer behave online • Describe the basic marketing concepts needed to understand Internet marketing • Describe the main technologies that support online marketing • Identify major forms of online marketing	Lecture Chapter 6 & 7	FLR 134

	communications • Understand the costs and benefits of online marketing communications		
Week 12 **04/05/16**	**Topic 8: Online Retailing and Services, Online Content and Media** • Understand the environment in which the online retail sector operates today • Identify the challenges faced by different types of online retailers • Describe major features of the online service sector	Lecture Chapter 9 & 10	FLR 134
Week 13 **04/12/16**	**Topic 9: Social Networks, Auctions, and Portals** • Explain the difference between a traditional social network and an online social network • Describe the different types of social networks and online communities and their business models • Describe the major types of online auctions, and how they operate • Understand the business models of portals	Lecture Chapter 11	FLR 134
Week 14 **04/19/16**	**No Class [04/19/16]** **[Study period for term paper and projects]**		
Week 15 **04/26/16** **[Due: Team Project]**	**Chapters review: Term paper presentation** *Guidelines for presentation:* Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The PowerPoint slides should be developed and organized in a professional manner. Groups should demonstrate their presentation in class.	Students' Presentation	FLR 134
05/03/16	**Final exam at FLR 134 from 6:00 pm to 8:00 pm**	Paper based exam	FLR 134

4.5 Assignments

MET MG448 B1 & EX Assignment Schedule and Important Dates

№	Assignments	Class week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Class attendance and participation	*	*	*	*		*	*		*	*	*	*	*		*	*
2.	Case analysis report (assignment 1)				2/09/16												
3.	Website design and Web presentation (assignment 2)									3/15/16							
4.	Term paper report (assignment 3)															4/26/16	
5.	Term paper presentation															4/26/16	
6.	Final Exam																5/03/16

4.6 Course Grading

a) Assessment Policy

Your final grade will be based upon the following:
- Class attendance and participation
- Case analysis: Assignment 1 (Individual)
- Website design project: Assignment 2 (Individual)
- Term paper report and presentation: Assignment 3 (Team)
- Comprehensive Exam (Grading based on number of correct answers and NO grading curve for exam)

b) Assessment Percentage

The value (as a percentage) of each of these assessment measures is tabulated below.

1st Attestation 30%	Class attendance and participation	10 %
	Assignment 1: Case analysis report	10 %
2nd Attestation 40%	Assignment 2: Website design project	20 %
	Assignment 3: Term paper report & presentation	30 %
Final Attestation 30%	Final-exam (multiple choice, fill-in-the-blank, true/false, short answer, open-end)	30 %
Total 100%		**100%**

c) Grading Metrics:

Grade	Grade Point	%	Traditional grade
A	4.0	96-100	EXCELLENT
A-	3.67	91-95	
B+	3.33	86-90	GOOD
B	3.0	81-85	
B-	2.67	76-80	
C+	2.33	71-75	SATISFACTORY
C	2.0	66-70	
C-	1.67	61-65	
D+	1.33	56-60	
D	1.0	51-55	
F	0	=< 50	UNSATISFACTORY

While there is no fixed absolute number of grades in any one level, it is important to note that high grades reflect an excellence in the understanding of class materials and organization of thoughts as well as the complete works of course assignments. In addition, an important aspect of my class is the complete attendance at each class and active participation at each discussion; grades will also reflect an individual's contributions to the class.

As such, a maximum 5 percent of the class, ONLY who has/have achieved completely every learning goal of the course, would earn an A grade and approximately 15 percent would earn an A- grade. As grades are earned and not awarded, the College does give grades C+/C/C-/D+/D or F for work that is below average/standards.

Grading, attendance and examination policies and procedures will be applied to the course in accordance with Boston University rules of "Code of Academic Conduct."

4.7   Homework, Exams and Discussions

a) Weekly class attendance, Class participation (Individual, 10% of total grade)

You are asked to keep up on a weekly basis. The essence of this course is learning a set of ideas and knowing how they apply in real world e-commerce business situations. Mastering the material requires you to assess, think, and form judgments, so high quality class participation is essential. High-quality participation includes substantive contribution to case discussions, insights into topics we are discussing, questions regarding relevant topics, and classroom

interactions with others. There is not much time to accomplish quite a bit so it is essential that you do not fall behind. Please see timely presentation section regarding assignments and due dates. I would recommend that you attempt to keep ahead to provide some individual flexibility in case a problem arises during the course.

b) Assignment 1: Case analysis report (Individual, 10% of total grade)

Guidelines for case writing:

1. Students should select a case topic they are interested in from the following list, or they may explore/develop any case topic they are interested in. Students should get approval from the instructor if they choose a case topic outside of the list:

http://www.facebook.com/	http://twitter.com/
http://www.myspace.com/	http://secondlife.com/
http://www.webvan.com/	http://www.craigslist.org/
http://www.freshdirect.com/	http://www.bluenile.com/
http://www.google.com/	http://www.louisvuittoneshop.com/
http://www.yahoo.com/	http://online.wsj.com/home-page
http://www.ebay.com/	http://www.cnn.com/
http://www.travelocity.com/	http://www.linkedin.com/
http://www.verisign.com/	http://mashable.com/
https://www.paypal.com/	http://www.ariba.com/
http://www.netflix.com/	http://www.gxs.com/
http://www.costco.com/	http://www.alibaba.com/
http://www.youtube.com/	http://www.microsoft.com/

2. Each case report will be **15 pages** in length, including a title page, tables, figures, appendixes, and references. It should be typed in **12 point font, Times New Roman, and double-spaced.**
3. Avoid verbosity and do not plagiarize work of others. You must cite your sources. Provide adequate citations and use the **APA style** (see APA style guide here) for bibliography.
4. You may use **any article** from websites, newspapers, company reports, and other forms of information.
5. **Students should analyze and synthesize the information from the reading materials to form a cohesive report (3000~4000 words). The report should be concise.**
6. Do not simply summarize materials of a company. Use the information from the materials to support your evaluations, conclusions, and recommendations.
7. **Submission: 1) Two sets of printed copies** should be submitted, and 2) a written report as an **MS Word document by an email attachment** should be sent **not later than the class day of Week 4 (February 9, 2016).**

Case Analysis Grading Criteria (10 points)

1. **Timeliness:** Whether it is completed on time: Maximum 3 points
2. **Content and context:** Whether its content has flourished by extended research, relating to a case: maximum 3 points
3. **Analytical Skills:** Whether the work focus on key points to managerial and marketing issues: Maximum 4 points

c) Assignment 2: Website design project (Individual, 20% of total grade)

Guidelines for website design:
1. Students should create or design a website about any topic they are interested in.
2. Each website will have **at least 10 web pages (each web page must be independent and show its own value or content)** in link, including a homepage and other reference pages. It should not be counted those web pages that simply link to specific URLs.
3. **Submission: A USB flash drive, including a folder (or a zip file) of having saved all the web pages and related electronic materials must be submitted <u>on the class day of Week 9 (March 15, 2016).</u> <u>(Once having copied in my Desktop it will be returned to you immediately).</u>**

<u>**Please bring a USB device in our classroom of FLR 134.**</u> The folder should be named as your **"firstname",** which includes all the sub-folders, a **SpryAssets** folder, the web pages and related materials that have been used for your website project.

(Quantitative grading rubric of website design project)

Item	Criterion/ Rubric	Score
1	**Two of Spry Assets** (i.e., Spry menu bar, Spry tabbed panel, Spry accordion, Spry collapsible panel)	Deduct up to 4 points
2	**HTML Form** (a web survey page and links to a confirmation page, or ExpressDB)	Deduct up to 2 points
3	**Payment Function** (a web page and links to any web payment tools (e.g., PayPal, Apple Pay, AliPay, Google Wallet, etc)	Deduct up to 2 points
4	**Privacy Notice** (a web page of public disclosure of security and privacy policies)	Deduct up to 2 point
5	**Links for navigation** (they must be clearly labeled and consistently placed, and allow visitors to easily move from a web page to another)	Deduct up to 3 points
6	**10 separate web pages**	Deduct up to 10 points

7	**Create your Blog** and link your Blog's URL from your website	Deduct up to 2 points
Total	**20 – (deducted points) = Your Score**	

Overall Evaluation Score: _____

(Qualitative grading rubric of website design project)

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
1. Learning Material (includes Forms, Spry widgets)	The student has an exceptional understanding of the material included in the site and where to find additional information.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.
2. Links	All links point to high quality, up-to-date, credible sites in the bibliography. AND all the links, including links to their own pages, work.	Almost all links point to high quality, up-to-date, credible sites in the bibliography. AND many or most of the links, including links to their own pages, work.	Most links point to high quality, up-to-date, credible sites in the bibliography. Or there are too few links. AND some of the links, including links to their own pages, work.	Less than 1/2 of the links point to high quality, up-to-date, credible sites in the bibliography. Or there are barely any links. AND few of the links.
3. Layout	The web site has an exceptionally attractive and usable layout. White space, graphic elements and/or alignment are used effectively to organize material.	The web pages have an attractive and usable layout. It is easy to locate all important elements.	The web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The web pages are cluttered looking or confusing. It is often difficult to locate important elements.
4. Navigation	Links for navigation are clearly labeled, consistently placed, allow the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.

5. Security and privacy disclosure	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for all borrowed material. No material is included from websites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for almost all borrowed material.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for most borrowed material.	Borrowed materials are not properly documented OR material was borrowed without permission from a site that requires permission

d) Assignment 3: Term Paper Report and Presentation (team, 30% of total grade)

Instructions for a term paper:

A term paper on *e-commerce and e-business* will be written by a group of students (**a team consists of normally three (3) students. Students may volunteer themselves to form/choose their team members**). As the semester progresses, various components of the paper should be worked. At the end of the semester, all sections will be integrated into one final paper.

1. Students should select a term paper topic they are interested in from the following list, or they may explore/develop any topic they are interested in. Students should get approval from the instructor if they choose a topic outside of the list:

• Online social network sites • Pure online e-Marketplaces • Pure online retailing • Pure online Portals • E-Learning • E-Auctions • Online payment systems • Blog	• Online marketing analytics • Online marketing strategy • eCRM • E-commerce strategy of traditional-mode companies • eSCM • Mobile commerce and Apps • E-Government

2. **Each term paper will be about 25 pages** in length, including a title page and references. It should be typed in 12 point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize work of others. You must cite your sources. Provide adequate citations and use the **APA style** (see APA style guide here) for bibliography.
4. You may use any article from websites, newspapers, company reports, and other forms of information.
5. Students should analyze and synthesize the information from the reading materials to form a cohesive paper (i.e. 5000 ~ 7000 words). The paper should be concise.
6. Do not simply summarize materials of companies and/or cases. The written paper should

focus on analyzing the material, evaluating the strategy employed by companies, and making appropriate recommendations. Use the information from the materials to support your conclusions and recommendations.

7. **Submission: 1) Two sets of printed copies** should be submitted, and 2) an **MS Word electronic document** should be sent **by an email attachment not later than the class day of Week 15 (April 26, 2016).**

Grading Criteria (maximum 30 points)

The project will count for 30% (written report 20 points, presentation 10 points) of the total grade. Each member of a project team will receive the same grade for their project.

1. **Timeliness:** Whether it is completed on time - Maximum 4 points
2. **Content and context** (conceptual skills): Whether its content has flourished by extended research, relating to the case - maximum 8 points
3. **Analytical Skills:** Whether the work focus on key points to marketing decision-making issues - Maximum 8 points
4. **Presentation:** Maximum 10 points*

Guidelines for presentation:

Presentation of team project will take place on the class day of Week 15 (April 26, 2016).

Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The presentation of PowerPoint slides should be developed and organized in a professional manner like a seminar (Your use of hyperlinks, layouts, and contents are the elements of your own creativity).

e) Final Exam: (Individual, 30% of total grade)

A final exam will be administered according to the University exam schedule.

There is a final exam in this course during a final exam period. The final exam is proctored and requires the use of an approved proctor for a student who is unable to get to the test site. The exam will cover information from textbook, lectures, cases, and readings. The exam is closed book/closed notes/closed materials. The final exam will be structured to promote and reward learning, thinking, and understanding of the course materials.
This will require some memorization, as well as the ability to understand concepts of international business, economics and cultures. **The test will contain four types of questioning methods: true/false, multiple choice, fill-in-the-blank, and open-end questions. The duration of the exam is 100 minutes for 45 questions.**

Attention!
- **"0" will be marked, if students are late on the final examination;**
- **"F" will be marked, if students use a crib (on a paper or electronic base) during the final examination.**

5. Requirements, Policies and Standards

5.1 Attendance

Attendance at all classes is mandatory. Attendance will be taken early on in the class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn. Students arriving late will be considered to have missed the class.

5.2 Homework

5.2.1 Timely Presentation of Materials Due

All assignments (papers, homework, etc.) have due dates. These are the LAST DATES that stated material is due. I maintain the right to refuse, or downgrade, any materials presented after due dates. This is not a subject for discussion.

Student should organize their time and work so as to turn in the assignment before the due date. To be absolutely clear, this means that the work will be accepted anytime up to that date but not after. Students should develop a schedule so that the work is built around their personal needs and obligations. Students should allow for contingencies and plan to hand in their work well before the last minute. That way, should some unforeseen problem arise, the timely presentation of work is not in jeopardy.

5.2.2 Paper Requirements

You are to complete any research papers using the APA writing style and in particular, for citations and references. You can download the student style guide from the American Psychological Association web site or you can purchase the APA style guide from the book store, the purchase of the guide is not essential. However, in all of your papers and assignments you need to understand how to lay out a paper, as well as how to cite and reference correctly *This is essential.*

Papers are to be **RESEARCH PAPERS**. Remember that work that you use from other authors MUST be referenced. Since it is assumed that you know little about the topic that you are writing on, it is expected that your papers contain information from many different sources. These must be attributed to the author using the American Psychological Association citation and reference format. This is *your* paper and not the cut and paste if someone else's work.

The internet has led to a false sense of what research is all about. Those new to research tend to think that it means spending an afternoon surfing the internet and then cutting and pasting from material available. Keep in mind the internet is:

1. Not quality oriented.
2. The internet has both good stuff and bad stuff, but does not know the difference.
3. I expect to see materials from a wide variety of sources, and particularly academic sources.

5.3   Grading Policy

Grade inflation is not in the best interests of BU students or the reputation of the institution. I have a responsibility to differentiate the performance of my students, and to reward with high grades only those who do exceptionally well. A Grade of 'A' or 'A minus' will be limited only to those students truly distinguishing themselves in the course.

The Academic Policy Committee of Metropolitan College recommends the following guidelines for distinguishing grades.

A, A-	20%
B+, B, B-	80%
Other	As merited

Excellent, research quality work will be rewarded with an 'A'. An 'A' grade requires research quality excellence in all aspects of the course: homework, discussions, project, and exams. Grades do not follow a prescribed curve.

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

5.3.1   Requests For Extensions

The General position is that make up extensions are not given**.** There is no guarantee that a make up will be permitted, and any request needs to be in writing and a written verification of the incident will be expected. Sometimes, unfortunate situations occur that make fulfilling requirements impossible and, as such, requests for extensions will be evaluated on a case-by-case basis.

This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage. If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

5.4. Satisfaction of Department Mission Goals

Course Number	MET MG448 B1 & EX	
Course Name	Electronic Commerce and Web Design	
Department Goal	**Category** How much this course fulfills the goals. (Substantial, Some, None)	**Compliance** Examples of compliance of the course with the mission statement's goals (e.g. modules, chapter numbers, case studies)
Critical and Innovative Thinking	Substantial	The course can be summed up quickly as helping students to appreciate the rapid growth associated with internet enabled business as well as some of the difficulties. The course is taught not just with lectures but with a give and take between the lecturer and the students and among the students themselves. The course requires students to think how to design web pages and what to build in websites.
International Perspective	Some	1. Text book –examples in the book are from Asia, Europe, Australia, North America and South America 2. Case studies – Twelve case studies are used in this course of which all are largest online (Internet) international companies.
Communication Skills	Substantial	This course requires TWO written papers of which one is also presented as a 20-25 minute power point oral presentation in class. This course requires group discussions on the course topics and cases.
Decision Making	Some	The decision making in this course is integrated in the TWO papers. The TWO papers require student to create their own e-commerce company anywhere in the world and to determine how it should be developed.
Technical Tools & Techniques	Substantial	This course requires five week long lab sessions to practice Adobe Dreamweaver CS5.5. It introduces students to learn how to use technical tools and techniques of building websites, including Internet security, Privacy seal, secured communication channels, and secured online payment mechanisms.
Professional Ethics and Standards	Substantial	The principle is fundamental in all teaching and examples used in the course.
Research Skills and Scholarship	Substantial	The first assignment requires the students analyze a case based on concepts presented in the first lecture and to conduct research using materials beyond the text. The students write a research paper at the end of the course, incorporating the concepts of the course.

6.   Academic Conduct Policy

The academic conduct policy is summarized below. For the full text of the academic conduct code, please go to:

http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html

Any Plagiarism will be reported to the Dean and dealt with according to the Academic Conduct Code of Metropolitan College.

Boston University makes available to all faculty the plagiarism tool "Turn It In.com." The site contains millions of papers from around the world. When a paper is submitted to TurnItIn.com, it is analyzed and compared to other work. TurnItIn.com reports if any parts of the paper are copied from other sources without proper attribution. Specifically, TurnItIn.com will detect plagiarism.

6.1   A Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared)

restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

[The above paragraphs are from H. Martin and R. Ohmann, The Logic and Rhetoric of Exposition, Revised Edition. Copyright 1963, Holt, Rinehart & Winston].

6.2 Academic Conduct Code

I. Philosophy of Discipline

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

II. Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

III. Violations of this Code

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:
   A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
   B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).
   C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
   D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.

E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
F. Knowingly allowing another student to represent your work as his or her own.
G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.
H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
I. Submitting the same work in more than one course without the consent of the instructors involved.
J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
K. Failure to comply with the sanctions imposed under the authority of this code.