



MET MG448 C1 E-commerce and Web Designs

SYLLABUS

Fall 2011

Jung Wan Lee, Ph.D.

Boston Charles River Campus – Classroom

**Administrative Sciences Department
Metropolitan College
Boston University**

1. Course Overview

1.1 Description from Course Catalog

MET MG448 C1 E-commerce and Web Designs

This course is to develop knowledge and skills in the managerial aspects of electronic commerce and in building web sites using Dreamweaver CS5. 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: CAS B18A
Dates and Times: Wednesdays 6 – 9 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 face-to-face mode

2.3 Instructor:



JUNG WAN LEE, Ph.D.

Dr. Lee has extensive international teaching experience in global business, marketing, and electronic commerce at Kazakh British Technical University in Kazakhstan, as well as Soongsil University in Korea. He has published over fifty research papers and four books on entrepreneurship, small business, and venture business management, and served as an associate editor for the *World Review of Entrepreneurship, Management and Sustainable Development (WREMSD)*. He was awarded the Distinguished Research Award by Allied Academies in the spring of 2008 and 2009. In addition, he has published in selected journals such as the *Journal of Transnational Management*, the *World Review of Entrepreneurship, Management and Sustainable Development*, the *International Journal of Entrepreneurship*, the *International Journal of Trade and Global Markets*, the *International Journal of Management in Education*, and the *International Journal of Emerging Markets*. For a complete resume with publications see: <http://www.supermanlee.com>

Contact: Tel: 617-358-5627 e-mail: jwlee119@bu.edu
Office: Room 225, 808 Commonwealth Ave.

Hours: Tuesdays 3:00 - 5:00 pm
Wednesdays 3:00 - 5:00 pm
Thursdays 3:00 - 5:00 pm
and by appointment.

2.4 Other Information

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

You are nervous and experiencing sensory overload. Welcome to the club.

You are not alone—almost everyone is in the same boat. For most of you, it may be your first undergraduate course and your first BU course. That takes quite a bit of getting used to.

The job of an undergraduate student is to move forward human knowledge.

I know this is intimidating, but my job is to challenge you. 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 project management—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.

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

There are no dumb questions.

I really believe and practice this in the classroom. If you have a question, ask!

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.

c) Academic Research

What constitutes “academic research?” Academic articles have a proven provenance. (Look up “provenance.”) Articles are submitted to journals and evaluated anonymously by referees who are subject matter experts. The author typically revises a manuscript based on the referees' questions and comments. Publication of the refereed article disseminates the information. Mistakes are corrected, excellent and useful work becomes accepted, and progress is made. Over time, a body of work emerges that is validated and accepted.

Academic journal articles are what you are aiming for in your research. It is tough going early on to read this stuff. Read the abstract. If it looks interesting and you understand it, read the

article. After a while, you get better at skipping over the stuff that is not relevant to your assignment. In other words, for the purposes of this course, a “Google” search returns junk. (Actually, of course, a google search gets you going and we all do it. It is just not polite to mention it.)

3. Text & Materials

3.1 Required Text



E-Commerce 2010, 6/E
Kenneth Laudon
Carol Guercio Traver,

ISBN-13: 9780136100577
Publisher: Prentice Hall
Copyright: 2010



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.

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

4.3 Course Expectations and Delivery Mode

The course will be conducted by means of a sequence of lectures and some classroom discussions. There will be one lecture each week. In each week will cover one or more core international business, economics and cultures concepts.

Each week students will be assigned a research topic, which will be the focus of an in class discussion. Every student will be expected to contribute every week. There is a major Final Project. Students will be required to demonstrate their understanding of the key features of the course, as well as the practical application of skills.

4.4 Schedule

a) Class Schedule

MET MG448 C1 Schedule

MG448 C1 E-commerce and Web Designs (4 credits)			
Class week	Topics	Text Book	Case Study
<u>Week 1</u> <u>9/7/11</u>	Chapter 1: The Revolution Is Just Beginning Chapter 2: E-Commerce Business Models and Concepts <ul style="list-style-type: none"> 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 e-commerce 	Chapter 1 & 2	Priceline.com (pp.108-111)
<u>Week 2</u> <u>9/14/11</u>	Chapter 3: The Internet and Word Wide Web: E-Commerce Infrastructure <ul style="list-style-type: none"> 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 	Chapter 3	The web's jukebox (pp.188-191)
<u>Week 3</u> <u>9/21/11</u>	Chapter 4: Building an E-Commerce Web Site <ul style="list-style-type: none"> 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 	Chapter 4	Recreational Equipment Inc. (pp.246-251)
<u>Week 4</u> <u>9/28/11</u>	Chapter 5: Online Security and Payment Systems <ul style="list-style-type: none"> 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 	Chapter 5	https://www.paypal.com/ PayPal Inc. (pp.324-328)

	<p>Internet communications channels</p> <ul style="list-style-type: none"> • Understand major e-commerce payment mechanisms 		
<p><u>Week 5</u> <u>10/5/11</u></p>	<p>Practice with Dreamweaver CS5</p> <p><u>The Dreamweaver CS5 Interface</u></p> <ul style="list-style-type: none"> • 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; <p><u>Building a Web Page</u></p> <ul style="list-style-type: none"> • 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 		<p>Practice with Dreamweaver CS5</p>
<p><u>Week 6</u> <u>10/12/11</u></p>	<p>Practice with Dreamweaver CS5</p> <p><u>Web Page Structuring Using Tables</u></p> <ul style="list-style-type: none"> • 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 Tables Mode • Importing Tabular Data <p><u>Page Structuring Using Cascading Style Sheets</u></p> <ul style="list-style-type: none"> • Working with AP Elements • Designing Tableless Web Pages Using <div> Tags • Designing the Page Structure Using ID Selectors 		<p>Practice with Dreamweaver CS5</p>

	<ul style="list-style-type: none"> • Inserting <div> Tags • Built-In CSS Page Layouts 		
<u>Week 7</u> <u>10/19/11</u>	<p>Practice with Dreamweaver CS5</p> <p><u>HTML Forms</u></p> <ul style="list-style-type: none"> • 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 <p><u>Using Behaviors</u></p> <ul style="list-style-type: none"> • Using the Behaviors Panel • Jump Menu and Jump Menu Go • Open Browser Window • Preload Images • Validate Form • Deprecated Behaviors 		Practice with Dreamweaver CS5
<u>Week 8</u> <u>10/26/11</u>	<p>Practice with Dreamweaver CS5</p> <p><u>Incorporating Video and Audio</u></p> <ul style="list-style-type: none"> • Working with Video Clips • Audio on the Web • Linking to Audio Files • Embedding Audio Files • Playing Background Music <p><u>Working with Templates and Library Items</u></p> <ul style="list-style-type: none"> • Creating a New Template • Defining Editable Regions • Working with Repeating Regions • Defining Optional Regions • Setting Optional Region Properties • Managing Templates Using the Assets Panel 		Practice with Dreamweaver CS5
<u>Week 9</u> <u>11/2/11</u>	<p>Chapters review</p> <p>We will have a case analysis and discussions on eBay and PayPal Inc. selected from the textbook on Week 8. Please read through the textbook and prepare answers for the following questions.</p> <p>Textbook reading: eBay Inc.</p>		

	<p>Textbook Page 4, 6, 69-70, 74, 76, 83, 92-93, 95,186, 200, 205-206, 219, 277,324, 386, 388, 390, 411, 576, 578, 579, 626, 718, 725, 727, 729, 756</p> <p>PayPal Textbook Page 324-328</p> <p>Discussion Questions for eBay Inc</p> <ul style="list-style-type: none"> ■ eBay is one of the only major Internet "pure plays" to consistently make a profit from its inception. What is eBay's business model? Why has it been so successful? ■ Other major web sites, like Amazon.com and Yahoo!, have entered the auction marketplace with far less success than eBay. 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? ■ 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? <p>Discussion Questions for PayPal</p> <ul style="list-style-type: none"> ■ What is the value proposition that PayPal offers consumers? How about merchants? ■ What are some of the risks of using PayPal when compared to credit cards and debit cards? ■ What strategies would you recommend that PayPal pursue in order to maintain its growth over the next five years? ■ Why are cell phone networks a threat to PayPal's future growth? 		
<p><u>Week 10</u> <u>11/9/11</u></p>	<p>Chapter 6: E-Commerce Marketing Concepts</p> <ul style="list-style-type: none"> • Discuss the basic concepts of consumer behavior and purchasing decisions • Understand how consumer behave online • Describe the basic marketing concepts needed to understand Internet marketing • Describe the main technologies that support online marketing <p>Chapter 7: E-Commerce Marketing Communications</p> <ul style="list-style-type: none"> • Identify major forms of online marketing 	<p>Chapter 6 & 7</p>	<p>Liquidation. Com (pp.408-412)</p>

	<p>communications</p> <ul style="list-style-type: none"> • Understand the costs and benefits of online marketing communications • \discuss the ways in which a web site can be used as a marketing communications tool 		
<p><u>Week 10</u> <u>11/9/11</u></p>	<p>Chapter 8: Ethical Social Issues in E-Commerce</p> <ul style="list-style-type: none"> • 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 	Chapter 8	Google print library (pp.544-547)
<p><u>Week 11</u> <u>11/16/11</u></p>	<p>Chapter 9: Online Retailing and Services</p> <ul style="list-style-type: none"> • 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 • Describe major trends the online travel service industry today 	Chapter 9	IAC/Interactive Corp (pp.624-628)
<p><u>Week 12</u> <u>11/23/11</u></p>	No class (Thanksgiving recess)		
<p><u>Week 13</u> <u>11/30/11</u></p>	<p>Chapter 10: Online Content and Media</p> <ul style="list-style-type: none"> • Identify major trends in the consumption of media and online content • Describe the five basic content revenue models • Discuss the key challenges facing content producers <p>Chapter 11: Social Networks, Auctions, and Portals</p> <ul style="list-style-type: none"> • 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 	Chapter 10 & 11	Google and YouTube (pp.697-700)

	how they operate <ul style="list-style-type: none"> Understand the business models of portals 		
Week 14 <u>12/7/11</u>	Chapters review: Term paper presentation <i>Guidelines for presentation:</i> 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.		
12/21/11	Final-exam at CAS B18A from 6:00 to 8:00pm		

4.5 Assignments

MET MG448 C1 Homework Assignment Schedule

№	Assignments	Class week																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	<i>Class attendance and participation</i>	*	*	*	*	*	*	*	*		*	*		*	*			
2.	<i>Case analysis report (assignment 1)</i>				*													
3.	<i>Website design and Web presentation (assignment 2)</i>								*									
4.	<i>Term paper (assignment 3)</i>													*				
5.	<i>Term paper presentation</i>														*			
6.	<i>Final Exam</i>																*	
																		12/21

4.6 Course Grading

a) Assessment Policy

Your final grade for this course will be derived from three types of assessment:

- Weekly attendance and participation
- Three assignments: take-home

- Final examination: during the final examination period

b) Assessment Percentage

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

1 st Attestation 40%	Class attendance and participation	10 %
	Case Analysis (assignment 1: Individual)	10 %
	Website Design (assignment 2: Individual)	20 %
2 nd Attestation 30%	Term paper (assignment 3: Team project)	20 %
	Term paper presentation (Team project)	10 %
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	UNSATISFACTORY
F	0	=< 50	

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.

Since achieving every learning goal of the course and at the same time making the complete attendance at each class and participation at each discussion is a challenging task for part-time students, an A- grade may be deemed as a highest evaluation for them.

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) Assignment 1: case analysis report
(Individual assignment, 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 (2000~2500 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 (September 28, 2011).**

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

**b) Assignment 2: Website design and web presentation
(Individual assignment, 20% of total grade)**

Guidelines for a website design:

1. Students should create or design a website about any topic they are interested in.
2. Each website will be **at least 10 web pages** 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: 1) A zip file included all the web pages and links** that have been created by students should be sent by an email attachment or by a USB flash drive **not later than the class day of week 8 (October 26, 2011).**

Rubric for Assignment 2:

CATEGORY	Excellent (3)	Good (2)	Satisfactory (1)	Needs Improvement (0)
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. Can easily answer questions about the content and procedures used to make the web site.	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	Almost all links	Most links point to	Less than 1/2 of the

	high quality, up-to-date, credible sites in the bibliography. AND all the links, including links to their own pages, work.	point to high quality, up-to-date, credible sites in the bibliography. Or there aren't many links. AND many or most of the links, including links to their own pages, work.	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.	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. 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 most borrowed material. No material is included from websites that state that permission is required unless permission has been obtained.	Borrowed materials are not properly documented OR material was borrowed without permission from a site that requires permission

c) Assignment 3: Term Paper and Presentation
(Team assignment, 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:

<ul style="list-style-type: none"> • E-Commerce Business Model • Infrastructure for E-Commerce • E-Marketplaces • Retailing in E-Commerce • B2B E-Commerce • Corporate Portals • E-Government • E-Learning • E-Auctions • Electronic Payment Systems 	<ul style="list-style-type: none"> • Consumer Behavior in online • Online advertisement • Online marketing • eCRM • E-Commerce Strategy • Global EC • Legal, Ethical Issues in EC • Online Social Networks • eSCM: Supply Chain Management • Mobile Computing and Commerce
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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 (3000~3500 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) a written paper as an MS Word document** should be sent **by an email attachment not later than the class day of week 13 (November 30, 2011)**.

Grading Criteria (maximum 30 points)

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

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:*

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. Audio narration can definitely add to your presentation, but is not required. If you choose to narrate your presentation, please limit the audio length to no more than 10 minutes (i.e. 1 minute per slide).

d) Final Exam: Individual (30% of total grade)

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!

- **20% of absence without valid reasons leads to «F (Fail)»**
- **“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

Homework will be assigned each week. Assignments will be graded. Proper attribution is required for sources.

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 Discussion Expectations

Please remember that online discussion topics are an ongoing process. You should not consider yourself having participated in the discussions by merely posting one comment. You should be reading all of the postings and responding appropriately, much like a face-to-face discussion. While assignments are due on specific dates, you should plan to contribute to discussions early and continue to monitor them.

Each student should be prepared to discuss the assigned topic in class.

5.2.3 Student Preparation

Minimal preparation is reading the material, and being able to summarize what it is about, what the major issues are, and some recommendations.

Superior preparation involves being able to (i) summarize the situation or problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with data, relevant details, and analyses; and (iv) discuss innovative solutions, or why obvious solutions might be discounted.

5.2.4 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.

Several guides are provided in the CourseInfo site under the Course Documents. As most referencing information is available either on the APA web site or on the CourseInfo site, 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 of 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.

5.3.2 Off-Syllabus Work

Students will not be allowed to submit work for consideration that is beyond that defined in the syllabus.

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.

AACSB Information

Compliance with Department Academic Goals

Department Goals

The Department of Administrative Sciences maintains data to support accreditation under the rules of the AACSB. All courses must document that they include some of the academic goals which are described in the Department of Administrative Sciences Mission Statement. These goals are summarized below:

a) General Goals

- We recognize that both technology and globalization are driving forces in modern commerce. As a result, we seek out ways to include international perspectives throughout the curriculum.
- Undergraduate education requires a focused area of study, continuous updating of skills and abilities, and an appreciation of the complexity of today's global environment. These beliefs are reflected in the student body, degree curriculum, individual course content as well as in cross departmental study

b) Teaching

- We recognize that providing the working adult with academically challenging, high quality and practically focused instruction requires a blend of theory and application.
- We recognize the value of learning that occurs in the workplace, and design our classes to meet needs of our students, and educate them in the concepts and technical skills required to perform in contemporary and future work settings.

c) Course Content

- Our courses combine the traditional values of liberal arts, are interdisciplinary and focus on strengths in specialized professional subject areas.
- We incorporate international perspectives and cases into our courses.

Mapping to Syllabus

Course Number	MET MG448 C1	
Course Name	e-commerce and Web Designs	
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 is taught not just with lectures but with a give and take between the lecturer and the students and among the students themselves. The lecturer encourages each student to question what they hear and read in the course. In addition the papers and presentations contribute to this (see below)
Global Perspective – 1.	Substantial	1. The examples used in class cover cultural tourism assets and products in 6 continents and over 30 countries 2. Text book – the text book is written by authors based in Asia and Australia and the examples in the book are from Asia, Europe, Australia, North America and South America 3. Case studies – Seven case studies are used in this course of which five are country specific and three are general.
Communication Skills	Some	This course requires three written papers of which one is also presented as a 20-25 minute power point oral presentation in class
Decision Making	Substantial	The decision making in this course is integrated in the three papers. Two are critiques are existing cultural products that require the students decide what to critique, to think and incorporate about the product in

		respect to the material being taught in the course and to decide what is good and bad about the product and how can it be improved. The third paper requires to student to create their own cultural product anywhere in the world and to determine how it should be developed.
Technical Tools & Techniques	Some	The main tools used in this course are how to do research and Power Point.
Professional Ethics and Standards	Substantial	The course is based on the principle that unlike the hospitality industry the tourism industry has three clients: (a) the tourist who must have great memories from a vacation; (b) the local population that must economically, socially and culturally benefit from tourism; and (c) the future, that is the environment and the local culture and heritage must not be destroyed but improved for future generations. This 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. A video on research methods is presented in week #2, and a n assignment given for the students to use these skills. The students write a research paper at the end of the course, incorporating the concepts of the course.