Unit Outline*

EBUS 2205

Foundations of Electronic Commerce

Semester 1, 2011

Crawley

Dr Wade Halvorson

Business School

www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
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UNIT DESCRIPTION

Introduction

The Internet and the World Wide Web are transformative technologies that allow business to meet their objectives more effectively. These technologies add value to a business in many ways—enhancing the value proposition to customers, reducing operational inefficiencies within the organisation, streamlining supply chains and increasing connectivity between a company and its customers.

Unit content

Electronic Commerce: Definitions and Concepts
The Electronic Commerce Field: Classification, Content, and History
E-Commerce 2.0: From Web 2.0 to Enterprise Social Networking and Virtual Worlds
The Digital World: Economy, Enterprises, and Society
Electronic Commerce Drivers and the Changing Business Environment
Electronic Commerce Business Models
Benefits, Limitations, and Impacts of Electronic Commerce

The goal of the unit

The purpose of this course is to prepare you as a manager to leverage the power of these technologies to transform organisations. As this course has a strong practical emphasis, real case studies and service firms are featured in the lectures, tutorials and assignments.

Learning outcomes

On completion of this unit, you should be able to:
Explain the meaning of terms used to describe common techniques and concepts in electronic commerce.
Comment on emerging electronic commerce trends.
Analyze the business threats to electronic commerce,
Justify the existence of net enabled businesses with metrics.
Debate the social issues of electronic commerce including privacy, piracy and censorship.

Educational principles and graduate attributes

In this unit, you will be provided with the opportunity to;
• Critically evaluate e-Commerce opportunities.
• Develop more effective communication skills through a class presentation on your team Google Adwords project and by responding to any class questions that arise following that presentation.
• Develop competencies to work more effectively in teams through the completion of a group project relating to your selected real-world business.
• Demonstrate self-management and independent learning skills through the completion of the prescribed weekly exercises.
• Develop ethical and cultural awareness in an international context through completion of the various weekly case studies.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
In designing the unit I have included case-based learning, a team project, and a way of tracking the latest e-Commerce issues.

Teaching and learning evaluation
You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance
Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.

CONTACT DETAILS
We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Wade Halvorson</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:wade.halvorson@uwa.edu.au">wade.halvorson@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 1979</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>by appointment</td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
<td>Mondays 9:00am – 10:45am</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
<td>BUSN:101</td>
</tr>
<tr>
<td><strong>Tutorial times:</strong></td>
<td>Tuesdays 9:00am – 9:45am or 12:00 – 12:45pm</td>
</tr>
<tr>
<td><strong>Tutorial venue:</strong></td>
<td>BUSN:162 or BUSN:164</td>
</tr>
</tbody>
</table>
TEXTBOOK(S) AND RESOURCES

Unit WebCT site http://www.webct.uwa.edu.au

Required text: Introduction to Electronic Commerce, 3/E
Efraim Turban, David King, Judy Lang
ISBN-10: 0136109233
Publisher: Prentice Hall Copyright: 2011
Digital edition may be purchased at a substantially lower price from;
www.mypearsonstore.com/bookstore/product.asp?isbn=0136109233&xid=PSED
<table>
<thead>
<tr>
<th>Week #</th>
<th>Lecture Topic</th>
<th>Tutorials <em>(Tuesdays after the Monday lecture)</em></th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Mon 28 Feb</td>
<td>Overview of unit &amp; e-Commerce</td>
<td>no tutorial in first week</td>
<td>Ch 1.</td>
</tr>
<tr>
<td>2 Mon 7 March</td>
<td>e-Marketplaces</td>
<td>Introduction to Google Adwords project Case 2.2 Craig’s List p 120</td>
<td>Ch 2.</td>
</tr>
<tr>
<td>3 Mon 14 March</td>
<td>e-Retailing</td>
<td>Case 3.1 WAYN p 145</td>
<td>Ch 3.</td>
</tr>
<tr>
<td>5 Mon 28 March</td>
<td>B2B e-Commerce</td>
<td>Case 5.1 Brady Corporation p 223</td>
<td>Ch 5.</td>
</tr>
<tr>
<td>6 Mon 4 April</td>
<td>Innovative Systems</td>
<td>Case 6.1 Infosys p 280</td>
<td>Ch 6.</td>
</tr>
<tr>
<td>7 Mon 11 April</td>
<td>Web 2.0</td>
<td>Case 7.1 YouTube p 324</td>
<td>Ch 7.</td>
</tr>
<tr>
<td>8 Mon 18 April</td>
<td>m-Commerce</td>
<td>Case 8.1 Microfinance p 350</td>
<td>Ch 8.</td>
</tr>
<tr>
<td>9 Mon 2 May</td>
<td>Security</td>
<td>Case 9.1 Spam p 394</td>
<td>Ch 9.</td>
</tr>
<tr>
<td>10 Mon 9 May</td>
<td>Payment &amp; Fulfilment</td>
<td>Case 10.2 Digital Checks p 444</td>
<td>Ch 10.</td>
</tr>
<tr>
<td>11 Mon 16 May</td>
<td>Strategy</td>
<td>Case 11.3 eBay p 478</td>
<td>Ch 11.</td>
</tr>
<tr>
<td>12 Mon 23 May</td>
<td>Online Business</td>
<td>Case 12.1 Amazon – see online chapter</td>
<td>Ch 12</td>
</tr>
<tr>
<td>13 Mon 30 May</td>
<td>Revision</td>
<td>questions and answers for exam preparation</td>
<td>all 12 chapters</td>
</tr>
</tbody>
</table>
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Critique</td>
<td>10%</td>
<td>In tutorial depending on allocation</td>
</tr>
<tr>
<td>Tutorial Exercise</td>
<td>10%</td>
<td>In tutorial depending on allocation</td>
</tr>
<tr>
<td>Google Project</td>
<td>10%</td>
<td>pre-campaign presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>post-campaign report</td>
</tr>
<tr>
<td>Spot quizzes</td>
<td>20%</td>
<td>Four quizzes x 5 marks each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>tba</td>
</tr>
</tbody>
</table>

Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

Note 3: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used in such processes will be treated as confidential, and the outcome will not affect your grade the unit.

Assessment components

News Critique

Your tutor will assign a date for you to present your news critique. Your task is to analyse one E-commerce story relevant to the topic(s) for your assigned week. Choose a story that is about a current issue, for example the National Broadband Network. The story needs to be obtained from reputable independent sources (such as a newspaper, trade magazine like Business 2.0, academic journal, online news, or even a television program), but not a company source.

You should discuss how the topic is applied within a real world setting. For example, you may discuss an instance about how a government or organisation implemented new technology, overcame problems through e-commerce integration, used different online pricing strategies or implemented new e-commerce features. Your mark out of ten depends upon:

• Finding relevant stories (2 marks)
• Analysis of the stories in relation to the topic (4 marks)
• Preparing and presenting two discussion questions related to your article to encourage group interaction and discussion (4 marks)

Please consider your fellow classmates when presenting your news critiques and do your best to make the presentation and discussion interesting.
**Tutorial Exercise**

You earn a grade (0-10 marks) for each tutorial session. The grade depends on your participation and contribution – not just attendance.

What you need to do - Read the relevant chapter(s) and assigned case(s) for each tutorial session and prepares responses to the questions before the tutorial. Your tutor will call upon you individually to present your views and answers.

**Tutorial Assessment Criteria – Grading depends on your active participation in the unit.** This means thinking about the lecture/unit materials and relating it the assigned case. Things that your tutor will consider in grading your tutorial participation include:

- Do your responses in class indicate you prepared the assigned material?
- Do you go beyond repetition of facts to make analysis and recommendations?
- Do you listen to what the others say & contribute constructively to enhance class discussion?
- Have you shown evidence of understanding & integrating what has been discussed so far?

**Tutorial grading will follow the guidelines in the table below.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>An outstanding leader in class discussion. Is completely prepared for every class discussion and is able to answer every question posed by the instructor. Student frequently initiates stimulating dialogue by asking thought-provoking questions.</td>
</tr>
<tr>
<td>7-8</td>
<td>Consistent contribution in class discussions. Almost always prepared to discuss assigned topic in class. A regular initiator of class discussion. Interacts with classmates in a professional manner. Comments demonstrate preparation and indicate active listening.</td>
</tr>
<tr>
<td>5-6</td>
<td>Satisfactory participation. Responds to instructor’s comments and questions and to comments of classmates. Occasionally takes the lead in class discussion.</td>
</tr>
<tr>
<td>4</td>
<td>Attended but rarely took part in class discussion or answered questions from the instructor (silent attendee).</td>
</tr>
<tr>
<td>0</td>
<td>Did not attend</td>
</tr>
</tbody>
</table>

*You do not have to prepare any answers in the week you have your news critique*

**Google Project**

Under the guidance and instruction of your tutor, students will organise themselves into groups of 3-4 students during the first tutorial. You must select partners from the same tutorial group as this will facilitate group meetings and the oral presentations.

Your overall task is to optimise a Google AdWords campaign for a real website and compete with other students worldwide. This is a real marketing application using e-commerce tools available worldwide.

More information can be found on: [www.google.com.au/onlinechallenge](http://www.google.com.au/onlinechallenge). Please familiarize yourself with the competition as soon as possible!

Please note: A mark will be allocated to the group as a whole. Individual marks will NOT be offered. If you have a problem with the contribution of individual members, you should try and manage this amicably between yourselves. If this is not possible, then please contact your tutor or your lecturer and he will attempt to guide the group accordingly. Do NOT leave this until the last minute!
Dear Wade Halvorson,

Thank you for registering for the Google Online Marketing Challenge 2011!

We are excited to have you on board and are pleased to announce that the Challenge will begin on January 31st. We have also decided to extend the registration deadline this year to accommodate your class schedules - so if any of your fellow professors would be interested in participating, they can register until April 21st!

Before you start, there are a couple of things that we would like to point out to you...

**Academic and Student Guides:**
The 2011 Academic and Students Guides are already live on the website.

**Prizes:**
This year we have a couple of surprises:

- **New regions:** We will select a global winner and four regional winners: Americas, Europe, Asia Pacific and MEA (Middle East and Africa) as the brand new region. As always, global winners will visit our global headquarters in California and regional winners will visit an important regional office.

- **NGO Impact Award:** students teams selecting NGOs as their business for the Challenge will also enter in the competition to win $15,000, $10,000 and $5,000 for their non profit partner.

**Student Registration:**
We have streamlined the student registration process through the Student Dashboard which is now open:

- Student groups should access the Student Dashboard and register their team (they will need your email address to register under your name).
- Professors will receive a verification email in the inbox. You MUST verify the authenticity of the registration by clicking the link in the automatic email.
- After creating an AdWords account, students must enter the AdWords Customer ID in the same Dashboard to get the free $200 credit.
- Remember that the AdWords accounts:
  - Must be set up in US dollars (USD)
  - Should NOT have any billing information
  - Any campaigns created must be PAUSED
- We recommend students to add all the team members in the dashboard in order to get mandatory communications, certificates and further information.

**Professor Contribution:**
As professors, you will only need to verify the teams that sign up under your email address. This is nevertheless of large importance, because without verification the students cannot continue the registration.

**Important dates:**
Challenge ends: June 10, 2011
Report deadline: June 17, 2011
Winners announced: July 2011

To learn more please visit www.google.com/onlinechallenge

Thank you,
The Google Online Marketing Challenge Team
**Google Project Guidelines;**

<table>
<thead>
<tr>
<th>Step 1: Research AdWords and Find Client</th>
</tr>
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<tbody>
<tr>
<td>Your lecturer will introduce you to Google’s AdWords and provide some sources of information for you to learn more. When your group has the required information, you will source a client with a suitable website.</td>
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| Step 2: Prepare an AdWords Proposal  
10 marks |
<table>
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<tbody>
<tr>
<td>Your group will prepare a short 5 minute presentation that will outline your client’s website, and your proposal for your AdWords campaign. The presentations will be held in lecture time.</td>
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<table>
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<tr>
<th>Step 3: Sign Up for AdWords and Implement Strategy</th>
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<tbody>
<tr>
<td>Sign up for AdWords and implement the proposed strategy. The campaign will run over three weeks.</td>
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<table>
<thead>
<tr>
<th>Step 4: Monitor and Optimise Campaign</th>
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<tbody>
<tr>
<td>During the three weeks of the campaign, your group will monitor results online and fine tune the strategy to optimise the results.</td>
</tr>
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</table>

| Step 5: Report Results and Submit Assignment  
20 marks |
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<tbody>
<tr>
<td>During the last lecture, your group will present the results of the AdWords campaign to the rest of the class. Your group will also submit one written assignment which summarises the campaign. Details on assignment and presentation requirements will be provided in the first teaching period.</td>
</tr>
</tbody>
</table>

**Log Book** You should keep a group log book of your meetings, allocated responsibilities, date and time allocated work completed by individuals etc. Each time you meet collectively as a group you should identify a meeting facilitator. The facilitator’s role is to note meeting objectives and outcomes together with assigned responsibilities and dates and times etc. This facilitator’s role should be rotated among group members on an equal basis. There are no allocated marks for completing the log book. However, if you are having group problems, your lecturer will request to see the group log book. If you do not keep a log book, then you will have no recourse to solve group problems.
Spot Quizzes

Students are expected to do the required reading before each and every lecture. During semester, at four of the Monday lectures, students will sit a short quiz on the material covered in that week’s chapter. Each quiz is worth **5 marks**, **totalling 20 marks** for the semester. Each quiz will be announced immediately prior to it taking place. Those students failing to attend the lecture at which a quiz is conducted will not have another chance to take the quiz.

Students with medical reasons for non-attendance, who advise the lecturer by email BEFORE the lecture and submit a medical certificate validated their reason for being absent, will be accommodated individually be agreement with the lecturer.

Final Exam

The final exam will be two hours plus 10 minutes reading time. The format will be;

- 20 x multiple choice questions for 1 mark each = 20 marks
- 3 out of 5 short answer essay style questions for 15 marks each = 45 marks
- 1 essay = 35 marks

Submission of assignments

The Google proposal and final report are to be submitted online via the unit’s WebCT Assignment Dropbox. No hardcopy of assignments or email attachments will be accepted.

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities


Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).