

ELC 498

ECommerce Senior Seminar



**UNIVERSITY OF MAINE
FORT KENT**
UNIVERSITÉ DU MAINE

Date: August 20, 2007

Division: Natural and Behavioral Sciences

Number of Credits: 3

Location: Powell 100

Meeting Times: 9:30- 10:50 AM Mondays and Thursdays



Course Description

Prerequisites: Elc 200 and Elc 310 or permission of the instructor. Ecommerce Senior Seminar is the capstone, integrative course for graduating eCommerce students. This is an exciting, challenging course that focuses on how firms formulate, implement, and evaluate eCommerce strategies. Explores successful and unsuccessful ventures in the field of electronic commerce through case studies. Emphasis is placed on E-Commerce life cycle analysis and critique. Explores current ethical and legal issues of electronic commerce through discussions and seminars. Students will be creating a case study of an E-Commerce enterprise of their choosing.

Instructor

Instructor	Tony Gauvin	E-mail	TonyG@maine.edu
Phone	(207) 834-7519	Office Hours	2:00 - 3:20 PM MWR 3:30 - 4:30 PM TF Or by appointment
Office	216 Nadeau Hall		

Text

Creating and Capturing Value, Perspectives and Cases on Electronic Commerce
Authors: Garth Saloner and A. Michael Spence
Publisher: John Wiley and Sons, Inc
ISBN #: 0471410152

Instructor Handouts

Required Materials

Digital Storage media

Goals and Objectives

The goal of this class is to provide students with analytical frameworks and experiences with case studies to help their understanding of the impact of digital technologies on modern business environments. The achievement of this goal will be measured by the student's demonstration of written and oral analysis of the following five learning objectives.

- Understand Internet business models and enabling technologies
- Understand how the Internet is restructuring Industries
- Understand when accelerated growth strategies are likely to succeed
- Understand the tradeoffs involved in broadening firm scope
- Understand the causes and cures for organizational inertia.

Requirements

As this is a senior level seminar course, students will be required to demonstrate a great deal of initiative and self-motivation. As the majority of student assessment will be based on student oral and written analysis, students are expected to be effective presenters and writers prior to taking this course.

Other Resources

Blackboard <http://www.courses.maine.edu/>
Instructor Web Site <http://perleybrook.umfk.maine.edu>

Method of Instruction

Lectures and discussions covering the above listed material will be further supplemented with outside readings. A fair amount of research outside of the classroom will be required. Materials from outside sources will be used for added emphasis. All information and material presented in class and through assigned readings are to be considered fair game in any exam.

Method of Evaluation

The Midterm and Final examinations will be take home exams comprised of short essay questions that test the student's knowledge of the concepts presented in the class discussions. Since the final is comprehensive, a higher grade on the final exam will replace a lower grade on the mid-term.

The case presentation will be graded on two parts: content and delivery, as indicated on the following evaluation sheet. An instructor prepared written evaluation of your case presentation will be provided at the following class period. The evaluation will include a synopsis of the critique team's evaluation, along with overall number grades.

The written case study will be evaluated on content, form, presentation and the ability of the student to conduct independent in-depth research on topics of value. Students will be expected to participate and collaborate with their classmates and the course instructor while in the classroom. Pre-professional conduct grading will be based on adherence to the mutually agreed upon contract on classroom behavior.

Case Study Analysis Grading

Expectations

- 1) Student should be able to demonstrate a mastery of the material covered in preface of the text and in the introduction of each chapter and understand how the Case Study under analysis fits into the framework established.
- 2) Students should have read the case studies being presented by the other students and be able to ask intelligent questions of the presenter of the case study.
- 3) Every case study should prompt a class discussion of the issues raised in the Case Study

Grade Generation for analysis

Four Components

- a) Class Grade for Presenter
 - i) 25% of Total Grade
 - ii) Average of the grades submitted by students
- b) Presenter Grade for Class participation
 - i) 25% of Total Grade
 - ii) Average of the grades submitted by presenter
- c) Instructor Grade for Presenter
 - i) 25% of Total grade
- d) Instructor Grade for Class Participation
 - i) 25% of Total Grade

Grading Rubric for Presenter

Demonstrated Mastery of Case Study	30%
Understanding of How Case Study Fits	30%
Presentation effectiveness	20%
Quality of PowerPoint	20%

Grading Rubric for Class Participation

Subjective interpretation 100%

Written Case Study Grading

Case Study Grading

Case Study 80%

Quality of Research	20%
Quality of Case Study	20%
Adherence to desired format	10%
Understanding of Concepts	20%
Succinctness	10%

Presentation 20%

PowerPoint	10%
Oral effectiveness	10%

Course Grade Calculation

Case Analysis (multiple)	25%
Midterm	15%
Final	25%
Written Case study	25%
Pre-professional Conduct (see Contract on Classroom Behavior)	<u>10%</u>
	100%

Grading Scale

A	90 - 100 %
B	80 - 89 %
C	70 - 79 %
D	60 - 69 %
F	0 - 59 %

At his/her discretion, the instructor may add a “plus” to a student’s grade score to indicate superior achievement within the scope of the assigned grade. No “minus” grades will be given.

Course Schedule

Class Date	Subject	Required Reading before Class Session	Notes
Sept 6	Class Introductions	None	
Sept 11 & 13	Technological Drivers of Change; Creating Value: Economics of Internet-based Commerce Capturing Value: Market Structure and Competition	Part 1 (Chap 1, 2 & 3)	Instructor Presentation
Sept 18 & 20	Creating and Capturing value in the Supply Chain Overview of Cases Case 1: ERP Overview	Part 1 (Chap 4) Part II Overview Part II, Section I Overview	Instructor Presentation
Sept 24 & 27	Students prepare cases, No class meetings		
Oct 1 & 4	Case 2: SAP and Online Procurement Case 3: Siebel Systems, Inc. Case 4: QRS Corporation Case 5: AOL: The Emergence of an Internet Media Company	Case 1-4	Student Presentations
Oct 9 October Break			
Oct 11 & 15	Case 6: Webvan.com Case 7: Online Auctions in 1999	Case 6 & 7	Student Presentations Take-home Midterm assigned
Oct 18 & 22	Case 8: E-Markets 2000 Case 9: Pricing and Branding on the Internet	Case 8 & 9	Student Presentations
Oct 25 & 29	Case 10: GAP.com Case 11: Nike: Channel Conflict	Case 10 & 11	Student Presentations Take-home Midterm Due
Nov 1 & 5	Case 12: Disintermediation in the U.S. Auto Industry Case 13: E-Commerce Building Blocks	Case 12 & 13	Student Presentations
Nov 8 & 12	Case 14: Karen Brown Case 15: Brokerage.com	Case 14 & 15	Student Presentations
Nov 15 & 19	Case 16: BabyCenter Case 17: HP E-Services.Solutions	Case 16 & 17	Student Presentations

Nov. 22 Thanksgiving Break			
Nov 26 & 29	Case 18: Cisco Systems Case 19: Tradeweave	Case 18 & 19	Student Presentations
Dec 3 & 6	Case 20: Double-Click and Internet Privacy Case 21: EBay and Database Protection	Case 20 & 21	Student Presentations
Dec 10	Case 22: Internet Taxation	Case 22	Instructor Presentation
Dec 13	Student Written Case Study Presentations, Final Assigned		
Finals Week	Final exam due Dec 20 @ 8 AM		

Absence Policy

As participation is considered essential to a successful educational experience, students may register at most two unexcused class absences before being considered involuntarily dropped from the course through an instructor-initiated withdrawal process. Excused absences are those for which prior arrangements have been made with the instructor or extenuating circumstances can be clearly documented within 48 hours of the end of the absence. Please check with the instructor and make arrangements prior to any planned absences. Prior notification is insufficient to qualify as an excused absence, the student must demonstrate that the absence is educational or professional in nature and will have minimal impact on the student's performance in the class. Student athletes will be excused from classes IAW with UMFK procedure. There will be no extensions granted on assignment due dates unless the student can document that an extension is warranted based on an unforeseen event. There will be no makeup exams for planned absences, students must instead make arrangements with the instructor to take the exam prior to the planned absence or forfeit the opportunity to complete it. Makeup exams may be given for unforeseen events. Examples of unforeseen events could be a sudden death in the family, illness, injury or a natural disaster.

Special Notes

Students failing to maintain a passing grade at any point during the semester may be involuntarily dropped from the course through an instructor-initiated withdrawal process.

It is policy of all universities of the University of Maine System to help qualified students with disabilities achieve their individual educational goals. In compliance with state and federal laws, the University provides reasonable accommodations, upon request and documentation, to qualified students with disabilities. Our goal is to

balance on a case-by-case basis the specific needs of each student with the programmatic integrity, administrative resources and financial limitations of each University. Any student who qualifies for accommodations based on the impact of a disability should contact Academic & Counseling Services during the first two weeks of class at 207-834-7531 Room 107 Cyr Hall. Academic & Counseling Services will coordinate reasonable accommodations for students with documented disabilities.

Assignments are due no later than the beginning of the class on the date assigned. Assignments submitted beyond the due date will receive a **twenty-point** reduction per day. Assignments submitted on the correct day but beyond the required time will receive a **ten-point** deduction.

Students are having difficulty with the course concepts and skills should first seek assistance from the course instructor. The course instructor will attempt to find additional resources to assist student learning. Seeking assistance from fellow students is not encouraged unless that student has been designated as a subject matter tutor by the Academic and Counseling Service (834-7530) or vetted by the course instructor as capable of tutoring for this course. Overall, it is essential to keep the instructor informed of your progress as well as any difficulties you may be experiencing.

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current UMFK Catalog. Students who produce nearly identical work products for grading will be suspect of violation of the UMFK Student Integrity Policy.

Students agree by taking this course that all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website.

Reference: http://www.selu.edu/admin/provost/documents/syllabi_statements.pdf

Students who plagiarize published works or violate the academic integrity policy will receive a score of zero upon the first offense. A subsequent offense in the same will warrant failure of the entire course. Multiple offenses across more than one class will be referred to the Judicial Review Committee with a recommendation from the instructor of student dismissal from the University.

Blackboard will be used to keep students apprised of their progress and as a communication forum for instructor/student and student/student interactions. Its use is mandatory for all students.

Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required. Appropriate and inappropriate behavior will be defined for this class in a collaborative exercise on the first day of class. The results of the collaborative exercise will be documented in a Contract for Classroom Behavior ratified by both the instructor and each individual student.

Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Director of Student Affairs. In turn, depending on the nature of the situation, the information may be forwarded to the Judicial Review Committee for administrative or disciplinary review as per the Code of Student Conduct, which may be found in the student handbook at <http://www.umfk.maine.edu/current/>.

Students **must** record on **all** submitted materials their **name, instructor name(s), course and assignment number**, and **date** of submission. Students are encouraged to retain for their record a personal copy of **all** submitted materials.

Students are encouraged to regularly submit during non-class hours constructive suggestions regarding delivery of the course to the Instructor of the course.

Students are required to observe appropriate error prevention techniques throughout the semester. For example, students must frequently save their work to alternate digital media (flash drives are highly recommended) to prevent loss. Loss due to power fluctuations, illegal instructions, viruses, or any other reason beyond the instructors' control will not constitute adequate reason for accommodations.

The instructor(s) reserve(s) the right to make necessary changes to the syllabus in light of any circumstances occurring during the delivery of the course provided such changes are announced in class and documented in class presentations.