



UNIVERSITY OF NEVADA LAS VEGAS

Lee Business School

Department of Management, Entrepreneurship and Technology

## MIS 764 Electronic Commerce

Summer 2020 - Online

### Required Texts

- At least this version, or newer: Laudon, Kenneth C. and Carol Guercio Traver, *E-Commerce: Business, Technology, Society 2013 (9th ed)*. New Jersey: Pearson Education (Prentice-Hall), ISBN 10: 0-13-273035-9; ISBN 13: 978-0-13-273035-8. Any edition newer than this is ok.
- Other materials will be posted on courseweb as needed
- Harvard Business cases, link on courseweb

### Course Description

The primary purpose of this course is to provide you with a basic skillset in regards to use of and managerial aspects of e-commerce. With the advent of advanced and powerful development tools, the creation and publication of web pages is easier than ever. Few barriers exist to e-commerce anymore. However, at the same time higher levels of expertise is needed to implement or alter server settings (especially when dealing with security) and linking pages to online databases. This technology has advanced so much that multiple courses would be required to provide the level of expertise needed to completely master the technical side of e-commerce. These technical components are the focus of MIS 765.

As a result, this course focuses on the creative idea, opportunity, or gem that can bring about success or failure and the sources of competitive advantage and sustainability of the advantage rather than a focus on the technical aspects of e-commerce. We will still explore technical aspects of e-commerce, but the greater emphasis will be placed on the business strategy that would have to be implemented to enable some business advantage via e-commerce.

## Course Objectives

- Understand key concepts of technology and innovation management and strategy
- Identify key competitive advantages available by means of technology and innovation

## Grading and Feedback

Student performance will be evaluated primarily on their ability to understand both the concepts of e-commerce. Quizzes will be used to test the student's conceptual knowledge and their ability to use this knowledge in realistic applications. Quizzes can include a mixture of true/false, multiple choice, short answer, and essay questions/problems. The majority of grades will always rely upon practical application of conceptual knowledge.

Submitted work will be graded based on the criteria stated for the assignment. Thoroughness and completeness is required to receive full marks. Late work is not accepted.

## Grade Distribution

Your final grade is based on a CUMULATIVE, WEIGHTED-POINT TOTAL (see distribution of points below). If you are not sure of your grade during the semester, I will provide an ESTIMATE since your actual grade cannot be determined until the end of the semester. Please keep your returned graded work until the end of the course.

<b>Grade Components</b>	
Case prep (8)	16%
Discussion board participation	4%
Tech learning (10)	10%
Tech Project	5%
Web Failure Assignment	5%
Midterm	15%
Final project	25%
Final	20%

## Class Prep

The chapter readings for the class are required as background and survey information for the topics that will be focused on in the course. Thus, they are important that to understand, but they do not serve as the basis of the course, but as a context for application.

The cases are linked to these topics, as are the guest speakers. I thus assign the reading not so that I can go over it again with the class, but with the understanding that you understand some of the basics in that area. We can then go on to discuss some more advanced topics that were not in the readings, or covered by the guest speakers or cases.

## Case Prep

Relevant cases from the Harvard Business School case library have been selected for this course. A link to purchase these cases will be made available via Canvas.

In order to prepare for classroom discussion on the case, I will ask for that you do these tasks for each case:

1. Identify the main generic strategy of the company
2. Identify the relevant industry wherein they compete
3. Complete a Porter's five forces for company in the case and this industry
4. What is the main 'thing' that has led to either the success or failure highlighted in the case, explain your rationale so that I can follow this

Please note: I would expect as graduate students that you can already summarize and this is meant to show me how you can analyze and apply your logic. Full credit will not be awarded to summaries.

You will be required to participate in discussions regarding the cases. This will be done within your group. I leave it up to your group to decide how to discuss. You may use discussion boards, chatrooms, skype calls, meet in person, etc.

## Tech Learning (Individual)

This class has diversity in regards to their technological skills. I have learned over the past five+ years of teaching this course that no one project fits all needs. Thus, this semester I will try to encourage your own development of a technological skill that you think is most needed for your career. You will be required to complete one online tutorial related to an e-commerce technology that you would like to learn. You will do this for ten weeks (excluding spring break). This way, you will be motivated to learn something that you have been wanting to learn, and you can do it at your own pace and skill level.

**YOU SHOULD BE SPENDING AT LEAST ONE HOUR FOR EACH TECH ASSIGNMENT!**

I would recommend that you use the W3 School platform (<http://www.w3schools.com/>), Udemy (<https://www.udemy.com/>) or Lynda (<https://www.lynda.com/>). This has tutorials for beginnings to advanced web developers. If you desire to use another platform, say for app development, please clear it with me in advance.

Each week, you will need to submit summary of what you learned via Canvas assignments posted as Tech #X. These summaries should include:

- Topic that you address with this assignment
- Source of content that you used
- Screenshot of complete objective
- One paragraph describing what you learned

Tech learning assignments are due as indicated on the schedule.

### **Final Tech Project**

For your final tech assignment, you should be able to produce some result that can demonstrate your learning. For example:

- A certificate for tool or language that you were learning
- PHP assignments -> PHP coding on a website that you create
- Dynamic creation of a website

If you are unsure of how you can demonstrate your learning of your tech assignments in a project, please work with me prior to the end of the semester.

### **Web Failures Assignment (Individual)**

A web site named "Tech Crunch" has taken over from the book *F'd Companies* and has fortunately done so without as much profanity (except in the blog postings) as in the infamous book. See the site at <http://www.techcrunch.com/tag/deadpool/>. While profane, the book was a very quick and often hilarious read. It is amazing to see where people invested millions of dollars, especially in retrospect. You can also use the book as a source if you'd like.

Your assignment is to pick one of the firms and become an "expert" about it. No one should pick the same firm. Please do not email your choices. ***Rather, post your selection to the appropriate discussion chain so that others will not select the same company.***

Try to be as complete as possible and check out some of the blog entries and articles written about the firm. Then develop a 10-minute presentation about it. About 6-7 slides might be ideal but you are not held to a specific number. Make a presentation to the class that explains the following:

1. Concept (company name, what they tried to provide) (any screenshots you can dig up of logo/website/etc. would be helpful)
2. Business model (how they tried to make money)
3. Why did it not work? Bring out issues such as financial, market, staffing, etc., as comprehensively as you can.

4. What are the changes (at minimum) that you believe would have been necessary to make it survive?

No paper-type (narrative) submissions are necessary; A recorded presentation of your slide deck, not to exceed 10 minutes. Make it fun!

I will have everyone in class view all presentations and then vote on the top three presentations (You cannot vote for your own).

## Final Project (Group)

The goal of the final (group) project is to integrate the material in this course into an entrepreneurial endeavor of some kind. Each group should develop **one** of the following:

1. Create and develop an idea for a new Internet-based business
2. Create and develop an idea for a new Internet-related hardware or software product
3. Create and develop an idea for a new Internet-based opportunity for an existing business

The plan should be created as a PowerPoint presentation and as a written document; which contain the desired elements (See project detail posted on WebCampus). Cover these in a 15- to 20-minute presentation; and the parts you do not plan to cover due to time constraints should be placed in the document for later review. Time will be called abruptly at 20 minutes and the next group will need to begin (Timing may change depending on the number of groups in the class). Make use of Chapters 9-12 in the textbook to get a pretty useful glimpse of various industries. If you have chosen option 3 above, please **only** present **incremental** costs.

## Final

In lieu of taking a final, you will have an option as a group or as an individual to choose a more applied option. Although finals are typical of a course such as this, I find it more advantageous to allow students to apply their classroom knowledge and build something that reflects this. Thus, for groups or students that choose to forgo the final, they can select one of the following:

### Implementing the strategic plan (Group—Optional)

In addition to the group project, groups can also augment their project to include some technical components. Of course, this is strongly determined by the type of project that you are doing, but ultimately, this deliverable should be an online implementation of at least a portion of the idea that shows technical feasibility. The idea here is to show something to a potential investor that shows a proof of concept or could be used as a trial run and gather some customers.

The deliverable for this portion of the group project would then include another portion called **Technical Feasibility**.

**Technical Feasibility—Alignment (10 points)**

- a. Review how the proposed e-commerce technology supports or implements the proposed idea
- b. Demonstration of this tool for the class

**Technical Feasibility—Operations (5 points)**

- a. Tool operates without major defect (e.g., accuracy, consistency and timeliness)
- b. Tool is both easy to use and useful. This may include such notions as:
  - a. Navigation is based on user needs, and not developer/ business functions—  
No jargon
  - b. Consistent design and layout
  - c. Other concepts covered in our Website design portion of the course

**Technical Feasibility—Design (5 points)**

- a. Would people use the tool as presented? Is it elegant?

**Individual Project (Individual-Optional)**

Option 1. You will select, research and implement an ecommerce technology in your e-commerce system and present your results to the class. Bridging the gap between academia and the work place, you will be required to focus on a project that is deployable by an actual company.

In implementing the website, build a website that would support the organization that you plan to work for after graduation. Thus, it may be e-commerce, informational, scheduling, etc. The idea of this assignment is to build a dynamic website that is able to do the following:

- Dynamically display information, which will require at least a simple database
- Provide some depth in webpages
- Integrate common website features (Contact us, email, images, search engine, consistent navigation bar, etc.)
- Integrate in another advanced e-commerce feature of your choosing

The deliverable will be the powerpoint slides that you will present at the end of the semester. The presentation should cover:

- Provide and overview of the company (1 point)
- Provide the objectives of the website. What should it be useful for? (2 points)
- How does the website align with the organization's strategy (2 points)
- The overall look-and-feel and depth of the website. Briefly walk us through a basic visit to the site and its capabilities (4 points)
- Introduce the novel topic / feature to the class. Describe as needed (1 point)

Option 2: Creation of an app, in lieu of a website. All of the requirements for Option 1 are still in effect, just a different outcome.

## Disclaimer

If required, the course content and schedule **WILL** change during the semester. Announcements made in class will over-ride any statement made here. The Canvas Calendar tool will be updated to reflect such changes-it is the official calendar for this course.

## Official UNLV Policies

### Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](#), [https://www.unlv.edu/sites/default/files/page\\_files/27/StudentConduct-Code.pdf](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), including being administratively withdrawn from the course.

### Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#), <https://www.unlv.edu/studentconduct/student-conduct>.

### Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the

functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

### **Copyright**

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

### **Disability Resource Center (DRC)**

The [UNLV Disability Resource Center](#) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

### **Final Examinations**

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

### **Identify Verification in Online Courses**

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### **Incomplete Grades**

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

### **Library Resources**

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

### **Missed Classwork**

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### **Rebelmail**

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

### **Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

### **UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

## Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives