UNLV
UNIVERSITY OF NEVADA LAS VEGAS

Lee Business School
Department of Management, Entrepreneurship and Technology

MIS 764 Electronic Commerce

Class time: 7:00-9:45pm—Tuesdays
Location: CBC-C 125

Required Texts

- 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.

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 e-commerce and e-commerce strategy
- Identify key competitive advantages available by means of e-commerce

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.

Grade Components		Grade Scales	
Case prep (9)	9%	93.00 – 100.0	A
Final project	20%	90.00 – 92.99	A-
"Failures" presentation	10%	87.00 – 89.99	B+
Midterm	10%	83.00 – 86.99	B
Tech learning (10)	20%	80.00 – 82.99	B-
Tech Project	5%	77.00 – 79.99	C+
Final	15%	73.00 – 76.99	C
Group feedback	6%	70.00 – 72.99	C-
Class participation	5%	67.00 – 69.99	D+
		63.00 – 66.99	D
		60.00 – 62.99	D-
		00.00 – 59.99	F

Class Prep

The readings for the class are required as background and survey information for the topic that will be discussed that day. Further, the cases are linked to these topics, as are the guest speakers for that day. 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.

In order to help incentivize you to read and to understand, prior to proceeding with my prepared material for the day, I will spend the first 15-30 minutes of the lecture time responding to questions regarding the reading for the day. As it is not expected that you will understand everything that you read for the entire semester, it is expected that you would provide at least four questions during the course of the semester. Questions will be collected by putting them on the whiteboard prior to the commencement of the lecture.

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 WebCampus.

In order to prepare for classroom discussion on the case, I will ask for two things for each case:
1. Prepare two questions about the case that can be used to drive class or group discussion on key issues of the case
2. Select one of the questions. Prepare arguments and evidence to either:
    a. Support an answer to the question that is made (If a question)
    b. Support arguments for the different sides of the debate that the question calls for

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.

Web Startup Failures Assessment (Group)

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 group's assignment is to pick one of the firms and become an "expert" about it. You will have time in class to make your choice. No two groups should pick the same firm. Please do not email your choices. ***Rather, post your selection to the appropriate discussion chain so that other groups 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; just submit the PowerPoint decks. Make it fun!

For more specific information, please refer to the posted rubric on WebCampus.

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/). 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 WebCampus 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.

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* (4 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* (4 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* (2 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.

Feedback (Group)

Each member of the group will be required to submit feedback relative to each group member's effort and camaraderie during the semester. These will be completed the last day of class.

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 WebCampus Calendar tool will be updated to reflect such changes-it is the official calendar for this course.

Official UNLV Policies

Academic Misconduct
Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html

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 information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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 before or after class to discuss your accommodation needs.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, January 30, 2015, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades
The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library
Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling 702-895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.