

**University of Texas – Arlington
School of Business**



**INSY 3330: Introduction to E-Commerce
Spring 2020**

Instructor: Mahyar Sharif Vaghefi **Section Information:** INSY 3330
Office Number: 508 **Time:** Monday & Wednesday 5:30 to 6:50 PM
E-mail: mahyar.sharifvaghefi@uta.edu **Place of Class Meetings:** COB 339
Teaching Assistant: Ramit Sharma **TA Email:** ramit.sharma@mavs.uta.edu
Office Hours: Monday & Wednesday 4:00 – 5:30, Or by appointment

Due to the COVID-19 events, this course switched to online modality as of March 23, 2020. As a result, the assignments from March 23 to the end of the semester will be adjusted to reflect this change. Please note the changes made in the assignments as indicated in Schedule of Topics Section of the Syllabus. The instructor reserves the right to make additional changes to the assignments or grading schema as needed to complete this course on time, and respond to university policies.

Course Description

This course introduces the fundamental elements of electronic commerce. We explore why e-commerce firms fail and discuss about strategic, financial, marketing and organizational challenges they face. This course also provides an overview on how e-commerce firms learned from mistakes of early firms, and how established firms are using e-commerce to succeed. Topics in this course include: online business models, e-commerce infrastructure, web development procedures, security and payment systems, marketing and advertising, ethical issues in e-commerce, online content and media, and social network platforms.

Course Objectives

The objectives of this course are to provide an overview of the different online business models and technologies required for development of e-commerce strategies. This course helps students to understand the relationships among e-commerce business concerns, Internet technology, and the social and legal context of e-commerce. A combination of class lectures, readings, projects, and case studies will be used to achieve the above objectives.

Student Learning Outcomes

At the successful completion of this course students should be able to:

- Describe the major types of e-commerce.

- Identify the key components of e-commerce business models.
- Describe the major B2B & B2C business models.
- Describe how Internet and web features and services support e-commerce.
- Explain the process that should be followed in building an e-commerce presence
- Identify the key security threats in the e-commerce environment.
- Identify and describe the basic digital commerce marketing and advertising strategies and tools.
- Understand the difference between traditional online marketing and the new social-mobile-local marketing platforms and the relationships between social, mobile and local marketing.
- Understand why e-commerce raises ethical, social and political issues.
- Understand the environment in which the online retail sector operates today.
- Understand the business models of on-demand service companies.
- Describe different types of social networks and online communities
- Understand the basics of HTML programming and Web Development
- Use Google Analytics to evaluate different measures of e-commerce success

Textbook



The textbook for the course is *E-commerce. business. technology. society* by Kenneth C Laudon and Carol Guercio Traver, 14th edition, Pearson, 2018.

Course Requirement

Examinations: Quizzes and exams are used to reinforce and integrate learning. There are 4 quizzes and 2 exams (Midterm and Final) in this course. Each taken as scheduled within a limited time. See the *Schedule of Topics* for the dates of the examinations. Please check your work-related schedule early in the semester to ensure that no scheduling conflicts arise.

- **Quizzes**

Quizzes are conducted online within a short time period. Quizzes contain multiple choice, True/False, and short answer questions. Students are allowed to bring their own notes for quizzes (further instructions will be provided by the instructor). Each quiz comprises 6% of the overall grade.

- **Exams**

Midterm and final exams are comprehensive tests, and each comprises 18% of the overall grade. The exams are in an online format. Further guidelines will be provided before exams.

Exam Policy: Except for documented emergencies, exams and quizzes cannot be made up except by prior arrangement with the instructor. Such a request must be in writing and must include relevant supporting documentations. In case of an emergency, please email the instructor as soon as possible.

Individual Assignments: There are three sets of individual-based assignments in this Course:

- **HTML Assignments:**

There are two HTML programming assignments in this course, each comprises 4% of the overall grade. Files should be submitted through the Canvas. No late submission will be accepted. Please do NOT wait for the last minute to deliver your assignments and DO plan for possible computer or network problems. Detailed guidelines will be provided See the *Schedule of Topics* for the due date.

- **Google Analytics Assignments:**

There are three assignments on this topic. Assignments are designed to help students become familiar with Google Analytics tool bar. Each assignment comprises 4% of the overall grade. Files should be submitted through the Canvas. No late submission will be accepted. Please do NOT wait for the last minute to deliver your assignments and DO plan for possible computer or network problems. Detailed guidelines will be provided. See the *Schedule of Topics* for the due date.

Group Assignments:

- **Case Studies:**

Four case studies from the textbook will be assigned to groups. Each case study comprises 3% of the overall grade. Group members should use discussion forums in Canvas to discuss about the questions in each case study. Each member MUST contribute by answering at least two questions in each case study. After finding appropriate answers to all the questions, each group should create a word document that summarizes all the answers for the questions in the case study and submit it in Canvas. No late submission will be accepted. Please do NOT wait for the last minute to deliver your assignments and DO plan for possible computer or network problems.

- **Group Project:**

The purpose of group project is to provide hands-on experience on topics discussed in class. Hands-on experiences lead to deeper understanding of the class materials. Group members should use discussion forums in Canvas to discuss about different aspects of the project. At the end of the semester each group should submit a report and do a in-class presentation. Files should be submitted through the Canvas. No late submission will be accepted. Please do NOT wait for the last minute to deliver your assignments and DO plan for possible computer or network problems. Detailed guidelines will be provided. See the *Schedule of Topics* for the due date.

Teams: Each team consists of 4 to 5 students. All students in a team are working on the group assignment. Requests for working individually or with a smaller team cannot be accepted. All team members must take part in the group project activities, although responsibilities may be divided so that different members take lead in different activities. But, *no* activity should be done exclusively by a single person. While the volume of work of each group member on each project component may not be equal, their contribution to the overall project should equal out.

Here are some *suggestions* (none of this is required!) about team work:

- Choose the team leader to serve as a focal point. Discuss individual skills and strengths and decide who will lead which part of work.
- Set the meeting agenda and time limits. Students are encouraged to confer frequently and work together on solving the problem
- Decide how will the team communicate, e.g., email, Twitter, Facebook, blog, ...
- Make every effort to ensure that *all* team members feel comfortable about other members' contributions
- If in the days before a project deadline you are prevented (travel, illness, ...) from attending the team meetings, immediately notify all your team members and try to contribute to the best of your abilities
- If for whatever reason your contribution falls short of that of other team members, negotiate to assume greater work share in the subsequent deliverable(s)
- General policy: If in doubt, communicate! Every time you send an email related to the project, copy the email to all team members. Do not assume that they are not interested in it or they know what you're talking about. Acknowledge any electronic communication specifically targeted to you

Saying that “nobody asked me to do this or that, or, I did everything that I was asked to do” is an **unacceptable excuse**. Each team member should be *proactive* and not wait passively to be assigned responsibilities. Do *not* ask others what should be done; rather, take initiative and suggest what should be done to make your project successful. Take every opportunity to redistribute and/or rotate the responsibilities, make your personal suggestions be heard! Many times defining the problem and determining what needs to be done is more difficult than actually doing it. Hence, problem defining and task assignment must be contributed to by all team members, rather than by the team leader alone.

If you notice that your team does not function well, or the team leader tries to misuse his or her role, and this could negatively impact your project performance, you should let me know. Complaints about poor team functioning expressed at the end of semester will be ignored.

Evaluation and Grading Scheme

Evaluation procedure:

Quizzes:

- | | |
|-----------|----|
| • Quiz #1 | 6% |
| • Quiz #2 | 6% |
| • Quiz #3 | 6% |
| • Quiz #4 | 6% |

Exams:

- | | |
|-----------------|-----|
| • Mid Term Exam | 18% |
| • Final Exam | 18% |

Individual Assignments:

- | | |
|---------------------------|------------|
| • HTML Assign | 8% (2×4%) |
| • Google Analytics Assign | 12% (3×4%) |

Group Assignments:

- Case Studies 12% (4×3%)
 - Group Project 8%
- Extra:
- Extra Activity 4%

Total: 104%

Grading scale:

A	>90%
B	<90%-80%
C	<80%-70%
D	<70%-60%
F	<60%

University Policies

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

<http://www.uta.edu/deanofstudents/student-complaints/index.php>.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy:

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey:

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Active Shooter: Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

<h1 style="margin: 0;">YOUR OPTIONS TO AN ACTIVE THREAT</h1> <h2 style="margin: 0;">You Have Choices!</h2>	
A V O I D	<ul style="list-style-type: none"> AVOID the situation. <u>Stay away</u> from the area and campus. If you can safely leave the area, RUN. Get others to leave the area, if possible. Prevent others from entering the area. <ul style="list-style-type: none"> Know your exit and escape options. If in a parking lot, get to your car and leave. If in an unaffected area, stay where you are. When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.
D E N Y	<p>If you can't leave the area safely, DENY or slow entry to the intruder:</p> <ul style="list-style-type: none"> Lock/barricade doors with heavy items. Turn off lights/projectors/equipment. Close blinds and block windows. Stay away from doors and windows. <ul style="list-style-type: none"> Silence phones and remain quiet. <u>Don't let your phone give you away</u>. HIDE and take cover to protect yourself. Be prepared to run or defend yourself.
D E F E N D	<p>If you can't AVOID or DENY entry to the intruder, DEFEND your location:</p> <ul style="list-style-type: none"> As a last resort, <u>FIGHT for your life</u>. Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. <ul style="list-style-type: none"> Use the element of surprise. Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. Be aggressive, loud, and determined in your actions.
<p>Follow ALL instructions.</p> <p>For more information, go to: police.uta.edu/activeshooter</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: right;"> <p>Emergency: 817.272.3003</p> <p>Non-Emergency: 817.272.3381</p> <p>police.uta.edu</p> </div> </div>	

Additional information for active threat and other emergency situations can be found through the links below:

police.uta.edu/activeshooter

police.uta.edu/em

Schedule of Topics

INSY 3330 - Introduction to E-Commerce

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Mahyar Sharif Vaghefi

Week	Session	Date	Chapters	Topics	Notes
1	1	Jan 22	---	Introduction and overview of the course. Overview of the syllabus.	
2	2	Jan 27	Chapter 1	Introduction to e-commerce. Describe the major types of e-commerce.	
	3	Jan 29	Chapter 2 (Part I)	Describe different B2B & B2C business models	
3	4	Feb 3	Chapter 2 (Part II)	Describe different B2B & B2C business models	
	5	Feb 5	Chapter 3 (Part I)	Internet, current structure, limitations, m-commerce and e-commerce applications	Due: Case #1
4	6	Feb 10	Chapter 3 (Part II)	Internet, current structure, limitations, m-commerce and e-commerce applications	Quiz #1 Ch1-2 & Case #1
	7	Feb 12	Chapter 4 (Part I)	Building an e-commerce presence. Choosing hardware and software for e-commerce sites.	
5	8	Feb 17	Chapter 4 (Part II)	Building an e-commerce presence. Choosing hardware and software for e-commerce sites.	
	9	Feb 19	Chapter 5 (Part I)	E-commerce security and payment systems. Discuss importance of policies, procedures, and laws in creating security	Due: Case #2
6	10	Feb 24	Chapter 5 (Part II)	E-commerce security and payment systems. Discuss importance of policies, procedures, and laws in creating security	Quiz #2 Ch3-4 & Case #2

	11	Feb 26	HTML Code (Part I)	Basics of HTML and CSS	
7	12	Mar 2	HTML Code (Part II)	Basics of HTML and CSS	
	13	Mar 4	Chapter 6 (Part I)	E-commerce Marketing and Advertising.	
8	Spring Break				
9	Spring Break				
10	14	Mar 23	Chapter 6 (Part II)	E-commerce Marketing and Advertising.	Due: HTML Homework #1
	15	Mar 25	HTML Code (Part III)	Basics of HTML and CSS	
11	Mar 30		Midterm Exam		Ch1-6 & Case #1-2
	17	Apr 1	Google Analytics (Part I)	Introduction to Google Analytics	Due: HTML Homework #2
12	18	Apr 6	Google Analytics (Part II)	Introduction to Google Analytics	Due: Google Analytics Homework #1
	19	Apr 8	Chapter 7	Social Marketing Process, Mobile marketing campaign	Due: Case #3
13	20	Apr 13	Google Analytics (Part III)	Introduction to Google Analytics	Due: Google Analytics Homework #2
	21	Apr 15	Chapter 8	Ethical, social, and political issues in e-commerce.	
14	22	Apr 20	Chapter 9 (Part I)	Discuss different types of online retailers. Business models of on-demand service companies	Quiz #3 Ch7-8 & Case #3
	23	Apr 22	Chapter 9 (Part II)	Discuss different types of online retailers. Business models of on-demand service companies	Due: Google Analytics Homework #3
15	24	Apr 27	Chapter 10	Online content and media.	Due: Case #4
	25	Apr 29	Chapter 11	Social networks, auctions, and portals.	Quiz #4 Ch9-10 & Case #4
16	26	May 4	---	Group Project Due	

	Monday May 11	Final Exam	Ch7-11 & Case #3-4 Google Analytics
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