

# ECT 250 Internet, Commerce, and Society

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Fall 2014

Section: 420

Class number: 10083

Meeting day/time: Online

Location: Online

Course Management System: Desire2Learn (D2L) [d2l.depaul.edu](http://d2l.depaul.edu)

**Instructor:** Miranda Standberry-Wallace

**Office:** 14 E. Jackson Blvd (Daley Building) –Loop campus

**Office hours:** Tuesday, 3:30 pm -5:00 pm

I am available for appointments made outside of the set office hours. Please email me ([mstandbe@depaul.edu](mailto:mstandbe@depaul.edu)) and/or call me at (312)362-8656 to set an appointment.

September 5, 2014

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## **AUTUMN QUARTER 2014- Important registration dates to remember**

Wednesday	September 10	BEGIN AUTUMN QUARTER 2014 ALL CLASSES
Tuesday	September 16	Last day to add classes to AQ 2014 schedule
Tuesday	September 23	Last day to drop classes with no penalty
		Last day to select pass/fail option
Wednesday	September 24	Grades of "W" assigned for classes dropped on or after this day

## **Textbooks and printed resources**

Laudon & Traver, E-Commerce: Business, Technology, Society (Tenth Edition) 0-13-302444-X, Pearson-Prentice Hall, 2014 (Required)

## **Summary of course**

An introduction of Internet technology, its application for commerce, and their social impact. This course surveys Internet technology, collaboration and commerce activities, digital media distribution, online communities, and social networking in the Internet environment.

## **Learning Domain Description**

The ECT 250 Internet, Commerce, and Society course is included in the Liberal Studies program as a course with credit in the Scientific Inquiry domain. Courses in the Scientific Inquiry domain are designed to provide students with an opportunity to learn the methods of modern science and its impact on the world around us. Courses are designed to help students develop a more complete perspective about science and the scientific process, including: an understanding of the major principles guiding modern scientific thought; a comprehension of the varying approaches and aspects of science; an appreciation of the connection among the sciences; the fundamental role of mathematics in practicing science; an awareness of the roles and limitations of theories and models in interpreting, understanding, and predicting natural phenomena; and a realization of how these theories and models change or are supplanted as our knowledge increases.

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## Learning Outcomes

At course end, students should be able to:

1. Students will understand the major principles guiding modern scientific thought.  
Students will demonstrate a mastery of the science content knowledge of their SID courses.
2. Students will know that science, technology, and math serve as mechanisms for inquiry into the nature of the universe.  
Students will:
  - a. identify questions that can be answered through scientific investigations;
  - b. design and conduct a scientific investigation to test a scientific hypothesis;
  - c. use appropriate tools and techniques together, analyze, and interpret data to support or refute a scientific hypothesis;
  - d. develop descriptions, explanations, predictions, and models using evidence;
  - e. describe relationships between evidence and explanations using critical and logical thinking;
  - f. recognize and analyze alternative explanations and predictions;
  - g. communicate scientific procedures and explanations;
  - h. use mathematics in all aspects of scientific inquiry.
3. Students will understand and appreciate the interrelationships among science, technology and math.  
Students will:
  - a. use technology and mathematics to identify a problem or design a solution to a problem;
  - b. give examples of how science and technology inform and influence each other.
4. Students will understand and appreciate the role of science in society and in their lives.  
Students will:
  - a. Provide examples of how science and technology impact our lives, and how social needs and concerns impact our development of technology and scientific investigation;
  - b. develop positive attitudes towards science, technology, and mathematics;
  - c. establish an ongoing experiential/service-learning interest in science, technology, and mathematics.
5. Students will understand the nature of science, technology, and mathematics.  
Students will:
  - a. provide examples of the abuse of science, including the representation of unfalsifiable claims as science and other forms of pseudoscience;
  - b. explain the strengths and limits of scientific inquiry;
  - c. explain the difference between evidence and inference, and the provisional nature of scientific explanations by providing examples of how our understanding of the workings of the world has changed in the past;
  - d. explain the difference between probability and certainty, and describe what is meant by uncertainty in the context of science, technology, and mathematics.

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## **How Learning Outcomes Will Be Met**

Through regular class examinations and assignments including the four essay assignments and one current event article review, students will achieve outcomes identified in the learning outcomes.

## **Writing Expectations**

Writing is integral for communicating ideas and progress in science, mathematics and technology. There are four case study review essays on general topics and one essay on a relevant news article.

## **Prerequisites**

None

## **Quizzes**

Three quizzes will be available online in D2L. The online quizzes will open Friday must be completed by 5 pm the following Wednesday (Deadline- Wednesday at 5pm). They will be based on the readings assigned for preceding lessons and will be in true/false and multiple choice formats. The quizzes will cover both the content from the textbook chapters (including imbedded mini-cases) and Chapter PowerPoint Presentations. Please note that the quiz will not be automatically submitted; you need to click on the "Go To Submit Quiz" button in the bottom right corner after saving your responses and then submit it. Check the course schedule for due dates.

## **Homework Assignment**

Assignments will consist of four case study essays. All assignment handouts will be posted to D2L. Check the course schedule for due dates.

## **Class Participation Discussion Board: News Article Exercise**

Participation counts for 15% of your grade. Class participation is a subjective evaluation of each student's contribution to the unstructured discussion of a current event exercise.

Midway through the term, students are required to complete a current event news article exercise post and respond to at least two classmates post. For this assignment, students are expected to read or scan publications and select a current event article relating to a topic from the class. You are required to submit a copy to D2L dropbox for a grade and post a copy to class discussion board in D2L. You must work alone. A template and grading rubric will be posted to D2L. Refer to the course schedule for due date. No Make-ups; No exceptions.

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## Letter Grade Determination

The following table will be used in converting numeric grades into an official letter grade for the course:

Number Scale	Letter Grade
90 – 100%	A
80 – 89.99%	B
70 – 79.99%	C
60 – 69.99%	D
0 – 59.99%	F
Note: Grades within two points from the grade thresholds will be adjusted with - or +.	

## Evaluation of Students

Component	Weights
Class Participation: News Article Exercise	15%
Homework Assignments: Case Study Review Essays (4)	35%
Quizzes (3)	25%
Final	25%

Note: There will be no midterm for the course.

## Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

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## **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

## **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: [cdm.depaul.edu/enrollment](http://cdm.depaul.edu/enrollment).

## **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: [csd@depaul.edu](mailto:csd@depaul.edu).

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296

## **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

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## Course/Lecture Schedule

Lecture Modules/Lecture Topic	Read Textbook Chapter and Review Presentation in D2L	Due by 11:59pm on date listed
Lecture 1 Introduction to E-Commerce.	Chap. 1: The revolution is just beginning Chap. 2: E-commerce Business Models	
Lecture 2 Technology Infrastructure for E-Commerce	Chap. 3: E-Commerce Business Models and Concepts Chap. 4: Building and E-Commerce Presence	Sept. 17 Case Study Review Essay #1
Lecture 3 Technology Infrastructure for E-Commerce	Chap. 5: E-Commerce security and payment systems	Sept. 24 Quiz #1
Lecture 4 Business Concepts and Social Issues	Chap. 6: E-commerce marketing and advertising concepts Chap. 7: E-Commerce marketing communications	Oct. 1 Case Study Review Essay #2
Lecture 5 Business Concepts and Social Issues	Chap. 8: Ethical, social, and political issues in e-commerce	Oct. 8 News Article Exercise_Part 1: Complete assignment then submit to dropbox and post a copy to D2L discussion board.
Lecture 6 E-Commerce in Action	Chap. 9: Online Retail and Services	Oct.15 News Article Exercise Part 2: respond to at least two classmates posts on D2L discussion board.

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Lecture 7 E-Commerce in Action	10: Online content and media	Oct. 22 Quiz #2
Lecture 8 E-Commerce in Action	Chap. 11: Social networks, auctions and portals	Oct. 29 Case Study Review Essay #3
Lecture 9 E-Commerce in Action	Chap. 12: B2B E-Commerce Supply Chain management and collaborative commerce	Nov. 5 Quiz #3
Lecture 10 E-Commerce in Action	Review of Course/Discussion for Final Watch Summary Video/Presentation	Nov. 12 Case Study Review Essay #4
<b>Final</b>	Online Final Exam	<b>Final Exam:</b> Open- Friday, Nov. 21 <b>Final due:</b> <b>Close- Sunday, Nov. 23 by 11:59pm</b>

**Important Note:** There will be no midterm for the course. The online quizzes will open Friday must be completed by 5 pm the following Wednesday (Deadline- Wednesday at 5pm). The final exam for the course will require a synthesis of key concepts covered throughout the class. All test to be completed online in D2L. See the course schedule in D2L for additional details on assignments and exams. **NO MAKE ASSIGNMENTS OR EXAMS.**