

ECT 250 Internet, Commerce, and Society

Autumn Quarter (Fall) 2015-2016

Section: 420

Class number: 11247

Meeting day/time: Online

Location: Online

Course Management System: Desire2Learn (D2L) d2l.depaul.edu

Instructor: Miranda Standberry-Wallace

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

Office hours: Tuesday, 9:30 am -11:00 am

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

Autumn Quarter 2015

Wednesday, September 9, 2015 - Begin AQ2015 ALL CLASSES

Tuesday, September 15, 2015 - Last day to add (or swap) classes to AQ2015 schedule

Tuesday, September 22, 2015 - Last day to drop classes with no penalty

Tuesday, October 27, 2015 - Last day to withdraw from AQ2015 classes

Tuesday, November 17, 2015- End AQ2015 Day & Evening Classes

Wednesday, November 18, 2015 - Begin AQ2015 Day & Evening Final Exams

Tuesday, November 24, 2015 - End AQ2015 Day & Evening Final Exams

Textbooks and printed resources

Laudon & Traver, E-Commerce: Business, Technology, Society (11th Edition) 0-13-302444-X, Pearson-Prentice Hall, 2014 ISBN: 978-0133507164 (**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.

ECT 250 Internet, Commerce, and Society

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 falsifiable 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.

Prerequisites

None

How Learning Outcomes Will Be Met

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

ECT 250 Internet, Commerce, and Society

Writing Expectations

Writing is integral for communicating ideas and progress in science, mathematics and technology. There are three case study review essays on general topics (see homework assignment section) and one essay on a relevant news article (see class participation section).

Midterm and Final Exams

Exams will be available online in D2L. Exams are open book/notes. They will be based on the readings assigned and will cover both the content from the textbook chapters (including imbedded mini-cases) and Chapter PowerPoint Presentations. Please note that the exams will not be automatically submitted; you need to click on the "Go To Submit" button in the bottom right corner after saving your responses and then submit it. Check the course schedule for due dates. No Make-ups; No exceptions.

Homework Assignment

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

Late Homework Assignment Policy

All assignments are to be posted to D2L before midnight on the due date. Five percent will be deducted each day an assignment is late up to a maximum of 35%. No late assignments will be accepted after one week from due date. Class Participation assignments (listed below) are excluded and must be submitted on time.

Class Participation

Participation counts for 20% of your grade. Class participation is a subjective evaluation of each student's contribution to the unstructured discussion of a current event exercise (15%) and one individualized conference call with instructor (5%) for 30 minutes or less.

News article assignment: Students are required to complete a current event news article exercise post and respond to at least two classmates post. This will be worth 15% of your participation grade. 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.

Individualized conference call : Each student is required to arrange one conference call with instructor for 30 minutes or less. This is a well-being check and will be worth 5% of your class participation grade.

Grading

Grading will be completed within one week of the due date.

Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a coursework

ECT 250 Internet, Commerce, and Society

grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 Hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on variable evidence presented by the student. The Instructor handles grade review requests and responds to the student with a review decision as soon as possible.

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%) and One conference call with Instructor (5%) | 20% |
| Homework Assignments: Case Study Review Essays (3) | 30% |
| Midterm | 25% |
| Final | 25% |

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 key to ability to continue to provide 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.

ECT 250 Internet, Commerce, and Society

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.

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.

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.

ECT 250 Internet, Commerce, and Society

| Course/Lecture Schedule | | |
|--|--|---|
| Lecture: <u>Module Start Date</u> Lecture Topic | Read Textbook Chapter and Review Presentation in D2L | Due by 11:59pm (before midnight) on date listed |
| Lecture 1: <u>September 14</u> Introduction to E-Commerce. | Chap. 1: The revolution is just beginning Chap. 2: E-commerce Business Models | September 20 Complete Ice breaker Exercise |
| Lecture 2: <u>September 21</u> Technology Infrastructure for E-Commerce | Chap. 3: E-Commerce Business Models and Concepts Chap. 4: Building and E-Commerce Presence | September 27 Case Study Review Essay #1 |
| Lecture 3: <u>September 28</u> Technology Infrastructure for E-Commerce | Chap. 5: E-Commerce security and payment systems | October 4 News Article Exercise_Part 1: Complete assignment then submit to dropbox and post a copy to D2L discussion board. |
| Lecture 4: <u>October 5</u> Business Concepts and Social Issues | Chap. 6: E-commerce marketing and advertising concepts Chap. 7: Social, Mobile, and Local Marketing | October 11 Case Study Review Essay #2 |
| Lecture 5: <u>October 12</u> Business Concepts and Social Issues | Chap. 8: Ethical, social, and political issues in e-commerce | October 18 News Article Exercise Part 2: read post and respond to at least two classmates posts on D2L discussion board. |
| Lecture 6: <u>October 19</u> E-Commerce in Action | Chap. 9: Online Retail and Services | October 25 Online Midterm Due (submit before midnight) |

ECT 250 Internet, Commerce, and Society

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|---|--|--|
| Lecture 7: <u>October 26</u> E-Commerce in Action | 10: Online content and media | November 1 Conference call with Instructor must be <u>scheduled</u> by this date. |
| Lecture 8: <u>November 2</u> E-Commerce in Action | Chap. 11: Social networks, auctions and portals | November 8 Case Study Review Essay #3 |
| Lecture 9: <u>November 9</u> E-Commerce in Action | Chap. 12: B2B E-Commerce Supply Chain management and collaborative commerce | November 15 No assignments due- prepare and take final exam per instruction |
| Lecture 10: <u>November 16</u> E-Commerce in Action | Study and take final exam. | See Final Exam Week for details and due date |
| Final Exam Week November 18- 24 | Online Final Exam Open- Wednesday, November 18, 2015 Close- Tuesday, November 24, 2015 | Online Final Exam due: Tuesday, November 24, 2015 (must be submitted by 11:59pm- No Exceptions.) <u>No late exams will be accepted.</u> |
| <u>Important Note:</u> 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. <u>NO MAKE EXAMS.</u> | | |