

COURSE INFORMATION

Course title:	Managing e-Commerce	Credits:	1.5
Course code:	BAIT 513	Class location:	Remote via Zoom
Session, term:	2022	Class times:	8:00 am – 3:00 pm CST
Section(s):	820	Pre-requisites:	NA
Course duration:	Sep 9 to Sep 11, 2022	Co-requisites:	NA
Division:	Accounting & Information Systems		
Program:	IMBA		

INSTRUCTOR INFORMATION

Instructor:	Blake Hanna – Adjunct Professor	Office location:	NA
Phone:	+1.604.506.7171	Office hours:	Upon request
Email:	blake.hanna@sauder.ubc.ca		

COURSE WEBSITE: <https://canvas.ubc.ca/courses/112126>

COURSE DESCRIPTION

The rapid advances in information and communication technology have had a profound effect on the ways that firms and individuals conduct business. They must rethink how they generate and deliver value, as well as how they attract, serve and retain customers in a world that is increasingly dominated by technology platforms and ecosystems (e.g., Alibaba; Tencent; Taobao; Apple; Amazon; Meta; etc.). The purpose of this course is to help students develop a broad understanding of where and how e-Commerce fits into the overall business, technology and societal landscapes – including its role as part of larger business / digital transformation programs. Topics include:

- The history/evolution of e-Commerce
- An overview of the digital technologies that underpin and enable e-Commerce
- An introduction to e-Commerce business models -- including Business-to-Consumer (B2C) and Business-to-Business (B2B)
- The emergence and importance of ecosystems and platforms in e-Commerce
- An overview of common roles that e-Commerce can play as part of digital transformation initiatives
- A review of the legal and policy issues, including ethics, privacy, information privacy and intellectual property rights related to e-Commerce

Students will have the opportunity to apply a number of business concepts, tools and frameworks (e.g., value chains, 5 forces, business model canvas, value proposition design, etc.) as they discuss course readings and engage in in-class debriefs of a number of cases.

COURSE FORMAT

The course will be conducted virtually on the Zoom platform using a combination of lectures, instructor-led discussions, and team-based / student-led discussions (i.e., delivering a synopsis of assigned readings; assessment and analysis of assigned business cases). The expectation is that the class will be extremely interactive – with students sharing their observations, experiences and insights related to the course content and their personal areas of interest.

LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Analyze and assess the underlying concepts, business models and strategies from a cross-section of e-Commerce solutions
- Identify, assess and discuss important business, technology and social issues associated with emerging and current e-Commerce strategies and business models
- Analyze, assess and discuss the importance of digital platforms and ecosystems to e-Commerce solutions including the role of e-Commerce in digital transformations

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Attendance, Participation and Engagement	20 %
Cases – Individual Case Analysis Reports (ICARs)	20 %
Course Project	50 %
<u>Post-course reflection</u>	<u>10 %</u>
Total	<u>100 %</u>

Details of Assessments

Grading Element ¹	Grading Basis ¹	Weight ¹	Due date/time ²
Attendance, Participation and Engagement	Individual	20	Assessed by the instructor during scheduled class times
Cases: ICARs - Individual Case Assignment Reports (ICARS)	Individual	20	Detailed information regarding due dates/times for student submission of ICARs can be found on Canvas in the Assignments tab
Course Project	Individual	50	Before 5 p.m. on Sunday, September 25 th
Post-course Reflection	Individual	10	Before 5 p.m. on Sunday, September 25 th
Total		100	

¹Grading Element, Grading Basis, and Weight and the number of cases will be confirmed during the first class.

²Grading due dates/times that appear in the course outline and/or on Canvas are Pacific Daylight Savings time (PDT) unless otherwise stated.

- Attendance will be recorded using one or more of the electronic tools (e.g., Zoom; Canvas; iClicker). Absence from class without prior approval from the instructor will impact the Attendance, Participation and Engagement grading element.
- A significant portion of the Attendance, Participation and Engagement score will be based on the individual student contribution to in-class discussions related to the cases and assigned readings; by offering their observations, points-of-view, and relevant experiences on topics related to the course; asking questions of the course instructor; answering questions posed by the course instructor and/or other students; etc.

- Quizzes for Assigned Readings will be assessed as part of the Attendance, Participation and Engagement Grading Element.
- Information regarding each Grading Element in the assessment framework will be discussed during the first class.
- Students must achieve a passing grade for each individual Grading Element in order to receive a passing grade for the course.

COURSE MATERIALS & REQUIREMENTS

Required Reading Materials:

Information regarding the course materials (textbook, articles, cases, etc.) will be made available to students in advance of BAIT513 (i.e., posted on Canvas or provided directly by the IMBA Office).

Students are expected to read and be familiar with the course materials prior to the first class. When and where practical, students will be provided with brief periods during class to reacquaint / refamiliarize themselves with the reading materials / cases.

1. **Textbook:** “*E-Commerce 2021 – 2022: Business. Technology. Society*”, 17th Edition, by Kenneth C. Laudon and Carol Guercio Trave, ISBN 10 1-292-40931-2 (Pearson, 2022).
 - Students will be provided with instructions and an access code that will enable them to access the textbook in an electronic form (i.e., e-textbook).
 - While students are encouraged to read and be familiar with all of the material in the textbook, the sections of the textbook that are required reading for the course will be identified in the **Course Schedule – Quick Reference Guide** available on Canvas (in the **Information for Students** tab).
2. **Assigned Readings:** There are a number of articles that are part of the assigned readings for the course. Students can access these copyrighted articles via Canvas under the **Modules – Assigned Readings** tab. Those same assigned readings can be accessed via Canvas using the **Library Online Course Reserve** tab.
3. **Cases:** There are a number of cases that will be used for the course. Students can access the cases via Canvas under **Modules – Assignments - Cases**.

For a number of the required reading materials (i.e., articles) students will be required to complete a short quiz. The quizzes are located on Canvas under the Assignments tab. Information regarding the quizzes (including due dates and times) can be found on Canvas.

4. **Other Learning Resources:** Select slides for the course will be posted on Canvas. Where practical, the select slides will be available in advance of each class.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Missed or late submissions will not be accepted and will receive a grade of zero. Unless there are extenuating circumstances, all scores assigned to grading elements used in assessing student performance are final and are not eligible for reassessment.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices - On-Line Lecture Regulations

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g., laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During the pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours. In order to make use of enhanced learning and teaching tools (e.g., in-class polling; use of pre-set breakout groups; recording class attendance; etc.) students will be required to use a Zoom account during synchronous classes and office hours.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions may be selectively recorded per instructor discretion and may be made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

While reasonable efforts will be made to adhere to the course schedule, there may be circumstances that result in changes or adjustments to the schedule. It may be necessary to make use of substitute topics, cases and/or readings. Where possible and appropriate, the instructor will notify the students in advance of such changes either in class or via e-mail.

Class#	CLASS TOPICS ³	ACTIVITIES / READINGS ³	ASSIGNMENTS / DELIVERABLES ^{3 4}
Before 5 p.m. Wednesday, Sept 7 th	<p>Pre-class preparation</p> <p>Read Assigned Readings:</p> <ul style="list-style-type: none"> - e-Textbook - Articles <p>Case #1 & #2</p>	<ul style="list-style-type: none"> • Read the course materials (i.e., textbook; assigned readings; cases). The course materials will be available electronically via e-text (textbook) or Canvas • Complete the online quizzes available on Canvas (note that there are different due dates for the various cases and quizzes) • Submit your Individual Case Analysis Report (ICAR) for Cases #1 & #2 to Canvas (prepared individually) 	<p>Individual Case Analysis Report (ICAR) for Case #1 & Case #2 (submitted on Canvas) are due before 5 p.m. PDT on Wednesday, Sep 7th</p>
Class #1 Friday Sep 9 th (CST)	<p>e-Commerce overview</p> <ul style="list-style-type: none"> • Course objectives and introduction • Business value; strategy; business models • Historical and global views of e-Commerce • Discussion of assigned reading articles • Discussion / debrief – Case #1 & #2 	<p>Complete the following in advance of Class #1</p> <ul style="list-style-type: none"> • Complete Assigned Readings (e-textbook) <ul style="list-style-type: none"> – Laudon: Ch 1 – 1.7 inclusive – Laudon: Ch 2 – 2.4 inclusive – Laudon: Ch 12 – 12.5 inclusive – Laudon: Ch 3 – 3.6 inclusive • Complete Assigned Readings (articles) including Quizzes: <ul style="list-style-type: none"> – AR#1 – Customer Intimacy – AR#2 – What is Strategy, Again? – AR#3 – What is a Business Model? – AR#4 – Why So Many.... – AR#5 – The Transformative Business Model 	<p>Individual Case Analysis Report (ICAR) for Case #3 & Case #4 (submitted on Canvas before 5:00 p.m. PDT on Friday – Sep 9th)</p>
Class #2 Saturday	<p>e-Commerce applications and issues</p>	<p>Complete the following in advance of Class #2</p> <ul style="list-style-type: none"> • Complete Assigned Readings (e-textbook) 	<p>Individual Case Analysis Report (ICAR) for Case #5 & Case #6 (submitted on</p>

<p>Sep 10th (CST)</p>	<ul style="list-style-type: none"> e-Commerce applications (B2B, B2C, C2C, C2B) Information technologies for e-Commerce Discussion / debrief – Case #3 Payment systems, cyber security Discussion of assigned reading articles Issues (privacy, intellectual property, security, law) Discussion / debrief – Case #4 	<ul style="list-style-type: none"> – Laudon: Ch 5 – 5.6 inclusive – Laudon: Ch 8 – 8.5 inclusive • Complete Assigned Readings (articles) including Quizzes: <ul style="list-style-type: none"> – AR#6 – Technology Trends - 2022 	<p>Canvas before 5:00 p.m. PDT on Saturday – Sep 10th</p>
<p>Class #3</p> <p>Sunday Sep 11th (CST)</p>	<p>e-Commerce – platforms, ecosystems; tech trends and futures</p> <ul style="list-style-type: none"> E-Commerce platforms and ecosystems Strategies for competing and collaborating in ecosystems Discussion / debrief – Case #5 Discussion of assigned reading articles Discussion / debrief – Case #6 Roles of e-Commerce in digital transformations Emerging trends / futures 	<p><u>Complete the following in advance of Class #3</u></p> <ul style="list-style-type: none"> • Complete Assigned Readings (articles) including Quizzes: <ul style="list-style-type: none"> – AR#7 – Pipelines, Platforms... – AR#8 – A Study of More than 250 Platforms – AR#9 – Management’s Next Frontier... – AR#10 – Why Build in Web3? – ARE11 – Digital Strategy: The 4 Fights.. 	
<p>Sunday, September 25th</p>	<p>Course Project</p>	<p>Complete and submit the Course Project Report (on Canvas)</p>	<p>Due by 5 p.m. PDT – Sunday, September 25th</p>
<p>Sunday, September 25th</p>	<p>Post-Course Reflection</p>	<p>Complete and submit the Post-Course Reflections Report</p>	<p>Due by 5 p.m. PDT – Sunday, September 25th</p>

³The sequence and timing of topics is representative of the intended course schedule. The actual sequence and timing may vary from this outline.

⁴Due dates/times are Pacific Daylight Savings Time (PDT) unless otherwise stated.