MGMT 456: Managing Global E-Business Systems
Syllabus – Fall 2014

Course Logistics

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<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Jim Nelson</td>
<td>Rehn 208A</td>
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<tr>
<td>Office Hours</td>
<td>9:30 – 11:00 and 2:00 – 3:30 T, Th</td>
<td>(618) 453-7880</td>
</tr>
<tr>
<td>email</td>
<td><a href="mailto:actjn@siu.edu">actjn@siu.edu</a></td>
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Be sure to read “Emergency Procedures” at the bottom of this syllabus!!

Textbooks

Required:
Title: E-commerce 2014
Publisher: Pearson / Prentice Hall
Year: 2014
ISBN: 0-13-302444-x

Course Background

456-3 Managing Global E-Business Systems. The organizational and managerial issues affecting global e-business today are addressed. Topics included are corporate strategy and IT architecture in a global marketplace; outsourcing impacts on e-business; legal, social, and ethical issues; information security; and e-business models and IT. Not for graduate credit. Prerequisite: MGMT 345 with a grade of C or better. Restrictions: College of Business majors or minors; or departmental approval required.

Commerce, in one form or another, has been going on for thousands of years. However, in the past twenty years or so the tremendous growth of the Internet and the World Wide Web has radically changed the way business is being conducted and has created new business models, new business management techniques, and has opened the world to vast trading networks. Companies (.com), nonprofits (.org), and governments (.gov) are having to change the way they interact with their suppliers, their customers, and with their internal departments to cope with an accelerating business environment and the huge amount of data that is available.

This course will explore the technological, economic, and social implications of e-commerce and e-business (yes, they are different!). We’ll look at it from both a technical and managerial viewpoint and see how changes in each are changing both.

Topics include such cool stuff as:
• Business Models and Concepts
• E-commerce Infrastructure: The Internet, Web, and Mobile Platform
• Building an E-commerce Presence: Web Sites, Mobile Sites, and Apps
• Security and Payment Systems
• Marketing Concepts: Social, Mobile, and Local
• Marketing Communications
I’m sure that you’ve heard of most of these things. We’re going to dig deep!

**Course Objectives**

We’ll be covering lots of stuff here, from both technical and managerial standpoints. Some of the learning objectives include (and are certainly not limited to):

- Define e-commerce and describe how it differs from e-business.
- Identify and describe the unique features of e-commerce technology and discuss their business significance.
- Identify the key components of e-commerce business models.
- Explain the key business concepts and strategies applicable to e-commerce.
- Discuss the questions you must ask and answer, and the steps you should take, in developing an e-commerce presence.
- Explain the scope of e-commerce crime and security problems.
- Describe the key dimensions of e-commerce security.
- Identify the major e-commerce payment systems in use today.
- Identify and describe the main technologies that support online marketing.
- Explain why e-commerce raises ethical, social, and political issues.
- Describe the major features of the online service sector.
- Discuss the trends taking place in the online financial services industry.
- Identify the major trends in the consumption of media and online content and the main revenue models for digital content delivery.
- Understand digital rights management.
- Describe the different types of social networks and online communities and their business models.
- Explain the procurement process, the supply chain, and collaborative commerce.

**Attendance/Participation**

I will not take attendance because it consumes too much class time. Although I will not take attendance, I am certain that not attending will result in substantial damage to your learning process and course grade. This course is not simply a review of the text. Exams will consist largely of materials discussed during class. In addition, there will be regular in-class cases and assignments. I truly believe that coming to class prepared and actively participating in the learning process will improve your chances for success in this class and your future.

**Backups**

Some assignments and labs will be turned in electronically. You must make backup copies of everything you do in this class. There is no way for me to grade an assignment that has been
“lost” on the computer. Also, it is always a good idea not to wait until the last minute to finish computer labs. The Access labs are especially time-consuming, and there is never a guarantee that all of the computer labs at the University will be available and functioning when needed.

**Grading**

NOTE: The following numbers are APPROXIMATE. They will be finalized once the assignment is turned in. Note: This is the first time I’ve taught this course, so the assignments and grades and points shown below are VERY subject to change.

**Lecture Grades**

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<tbody>
<tr>
<td>Cases: 3 at 25 each</td>
<td>75</td>
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<tr>
<td>Exam 1</td>
<td>150</td>
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<td>Exam 2</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>100</td>
</tr>
<tr>
<td>External</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>775</strong></td>
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The final exam will be given during final exam week on Thursday, December 11 from 2:00 to 3:45. See [http://registrar.siu.edu/pdf/examfall14.pdf](http://registrar.siu.edu/pdf/examfall14.pdf) for more details.
Policy on Late and Missed Assignments

- You may not make up a missed quiz.
- You may not make up a missed midterm or final. See me as soon as possible if you discover that you have to miss the midterm or final so we can figure something out.
- Late homework assignments (turned in after the class starts) will earn a maximum of half of the possible points. Homework more than a week late will not be graded.
- A project due date is announced when the project is assigned. Projects must be turned in by 5:00 p.m. (or in class if the class meets after 5) on the due date. No late projects will be accepted. None. At all. Don't even ask. If you don't get the project in on time you probably won't pass the course.

Grade Appeals

Assigning grades is sometimes more art than science. While I make every effort to follow your thinking in your answers, I may from time to time completely misunderstand what you are trying to say. If you believe that I graded something incorrectly (either too high or too low), you may appeal your grade. What you need to do is: on a separate sheet of paper, write the question number and an explanation of why you believe that your question deserves a higher grade. Backing up your appeal with citations from the book, notes, or another source is always good. Attach the paper to your original quiz, exam, project, or whatever, and give it to me in class or during office hours. I will consider your original answer and your appeal and I will let you know if your grade is raised or why it will not be changed. You may turn in appeals any time up to the date of the final exam. While I am pretty careful in keeping track of papers, sometimes things get misplaced in the confusion around midterms, finals, or project turn-in dates. It may be a good idea to keep a copy of your quiz, exam, or whatever “just in case.”
Jim’s Grading Philosophy
Many students ask me how I assign grades on their class projects, homework assignments, and class participation. Here’s what I do…

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<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Explanation</th>
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<tr>
<td>A</td>
<td>Excellent Performance</td>
<td>An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.</td>
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<tr>
<td></td>
<td>Superior Achievement</td>
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<tr>
<td>B</td>
<td>Good Performance</td>
<td>A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B Student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.</td>
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<tr>
<td></td>
<td>Substantial Achievement</td>
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<tr>
<td>C</td>
<td>Standard Performance and</td>
<td>A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.</td>
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<tr>
<td></td>
<td>Achievement</td>
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<tr>
<td>D</td>
<td>Substandard Performance</td>
<td>A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.</td>
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<tr>
<td></td>
<td>Marginal Achievement</td>
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<tr>
<td>F</td>
<td>Unsatisfactory Performance</td>
<td>An F student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An F student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An F student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.</td>
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<td>and Achievement</td>
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Course Grade
Important note: If you do only what you are assigned to do and nothing more, then you will earn a C. For example, if I ask a question on a quiz or on an exam and you give me an answer that is copied from the book or from the notes, that answer will earn at most a C. While that answer is technically correct, I assume going into the class that you can read and that you can look up things in the book. To earn a B, you will have to show me that you have actually learned something. An example of this would be if you could integrate several diverse facts into your answer. To earn an A (superior achievement), you would have to show me that you can apply this knowledge somehow. For example: a real-world situation.

This philosophy reflects the real world: A manager or an employee of a competitive company who consistently meets only the minimum requirements of the job would soon be looking for another job.

Information systems is a rapidly evolving field. A course will probably change from semester to semester as new information, tools, and techniques are introduced to keep up with the best practices in industry. This year’s class may be totally different from last year’s class. Because of this, there’s no way to "perfect" assignments over many years of teaching the same thing so that outstanding students will always end up with a course grade of 90 or above, average students will end up with a grade of 80-89, and so on.

Therefore, your course grade will NOT be determined by a 90-80-70 grading scale. I look for breakpoints in the final grades of all the students in the class. I start around 90 then look up and down for a breakpoint. There is always a break between outstanding students and average students, between average and below average students, and so on. The breakpoint for an A in the class may be a 93 or it may be an 85. Of course, if everyone in the class is outstanding, then everyone will get an A. Also, if no one in the class is outstanding, then there won’t be any As.

If you have any questions, comments, or suggestions on this grading philosophy, please don’t hesitate to let me know (anonymously, if you like).

Instructor Biography
Jim Nelson is an associate professor of Information Systems in the Management Department at Southern Illinois University. He received his BS in Computer Science from California Polytechnic State University, San Luis Obispo, and his MS and PhD in Information Systems from the University of Colorado, Boulder. His research interests include developing theoretically grounded models and metrics for evaluating business processes, investigating the problems people have shifting to emerging technologies, and determining the business value of information technology. Jim generally teaches the more technical courses in information systems including object oriented technology, systems analysis and design, database theory and practice, and business data communications.
SIU Southern Illinois University

Syllabus Attachment
Fall 2014

We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives.

IMPORTANT DATES
Semester Class Begins: 8/18/2014
Last day to add a class (without instructor permission): 8/24/2014
Last day to withdraw completely and receive a 100% refund: 8/31/2014
Last day to drop a course using SakaiNet: 9/26/2014
Last day to file diploma application for name to appear in Commencement exercises: 10/32/2014
Final Examination: 12/8-12/13/2014

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic website: http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day 09/01/2014
Fall Break 10/11—10/14/2014
Veteran’s Day 11/11/2014
Thanksgiving Vacation 11/26—12/20/2014

WITHDRAWAL POLICY— Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form must be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit: http://registrar.siu.edu/pdf/urad/catalog1314.pdf

INCOMPLETE POLICY— Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/prode/incompletes.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, or P, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/urad/catalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/obtain-a-grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE
http://pvcaa.siu.edu/index1/Syllabus%20Attachment_Fall2014.pdf

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate, and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students, and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For more information, please contact: (618) 453-5714, or uncars@siers.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for student and work. We ask that you contact the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available in posters in buildings on campus, available on BERT’s website at www.bert.siu.edu. Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guidelines pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important to follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all races of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education and an essential preparation for any career. For more information please visit: http://www.inclusive-excellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutorial.siu.edu/
Math Labs: http://tutorial.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit: http://writ.es.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

ADDITIONAL RESOURCES AVAILABLE:
SALUKINET: https://salukinet.siu.edu/cp/about/displaylogin
ADVICE: http://advisement.siu.edu/

Fall 2014 R.O’Rourke