

MODULE SPECIFICATION (UNDERGRADUATE)

Status Approved

DATE OF VALIDATION	
Date of most recent modification (faculty/ADQU use only)	19-JUN-19
Current version number (AQDU use only)	3
1.MODULE CODE	2.MODULE TITLE
CIS2154	E-COMMERCE FOR BUSINESS
3.LEVEL	4. CREDIT RATING
5	20
5. NOTIONAL LEARNING HOURS	6. PLANNING UNIT
200	Computer Science
7. ADMINISTRATIVE BASE (FACULTY)	8. MODULE LEADER(S)
Faculty of Arts & Sciences	Mark Liptrott
9. OTHER STAFF CONTRIBUTING TO DELIVERY	
Susan Canning; Shirley Hunter-Barnett	
10. MODULE SUBJECT AREA	10b. MODULE SUBJECT AREA
I200 - Information systems	-
11. MODULE KEYWORDS/PHRASES	
E-commerce, Business Systems, System Models, Security, Electronic business, Internet, website, e-mail, extranet, intranet, technologies, groupware, business models, shops, auctions, marketplaces, main business functions, benefits, strategy steps, implementation issues.	
12. MODULE PRE- OR CO-REQUISITES, FORBIDDEN COMBINATIONS OR OTHER RESTRICTIONS	
13. BRIEF DESCRIPTION OF THE MODULE	
To enable students to distinguish and critically appraise the key e-business concepts and techniques and how these can be applied to organisations.	
14. RATIONALE	
<p>The meteoric growth of Internet based E-commerce at the turn of the last century has developed at an exponential rate. During the last one decade, this market space has grown in several directions. In its first generation, it saw the emergence of portals and search engines. However, in due course more and more organisations began to cater to the Business to Customer (B2C) market. In the last two years, there is significant growth in the Business to Business (B2B) segment. As several organisations began to operate in the Internet market space, they innovated unique propositions to create value in the process.</p> <p>The course will encourage the students to develop a basic understanding of these issues in an overall framework of Internet based E-commerce. Much of the success of Internet based E-commerce is attributed to free flow information over the net. Honouring intellectual property rights is not only desirable but also central to success of Internet based E-commerce.</p>	
15. INDICATIVE CONTENT	
<p>Techniques and technologies, including Internet; web-sites, extranet; intranet; EDI, HTML, XML, e-mail. Sample products. Internet-based business models including electronic discussion groups, group-working, shops and shopping malls, auctions, reverse auctions, marketplaces, supply chain integration, application service provision. Security including measures to prevent loss of data Application of e-business in the main business functions, including - sales, marketing, HR, finance, supply chain and procurement. Benefits of e-Business solutions. Case studies. e-Business strategy. Implementation issues.</p>	

16. INTENDED LEARNING OUTCOMES (ILOs)	
<i>By the end of this module, students will be able to:</i>	
1	Distinguish and compare the key concepts of E-business including security aspects.
2	Distinguish and compare Internet-based business models
3	Identify and appraise appropriate business situations where e-business can be applied
4	Assess and evaluate the benefits of e-business in common business situations.

17. LEARNING AND TEACHING		
a) Scheduled learning and teaching activities		
Type of pedagogical Activity	Description	Hours
Lecture	Students should attend all lectures	12
Seminar	Students should attend all seminars	24
Tutorial	The session will allow focused tutoring to individual and/or small groups of students regarding the topics / subject matter contained within the module.	12
b) External visits and work-based learning		
Type of pedagogical Activity	Description	Hours
c) Online teaching (asynchronous)		
Type of pedagogical Activity	Description	Hours
d) Guided Independent Study		
Additional Information		Hours
Students are typically expected to complete		152

17d. Overall Approaches for Teaching, Learning & Assessment
<p>This module seeks to build the sorts of skills demanded in the third year. It requires students to develop good reading and study habits by taking increasingly complex ideas as described in various journals and demonstrate that they can understand and critique them. There will be some formal lectures, however, most teaching and learning will revolve around group and individual tasks carried out in class and at home.</p>

17e. TECHNOLOGY ENHANCED LEARNING (TEL)
<p>The module will be supported by the use of VLE which will include course materials, schedule, discussion and quizzes to support students learning. Wherever possible work will be submitted through Blackboard. Turnitin will be used as a formative tool for students to check and improve their writing. All marks will be communicated to students via the VLE.</p>

18. FORMATIVE ASSESSMENT
<p>All research and planning will be subject to formative assessment. This will take the form of written and verbal feedback designed to encourage and motivate student participation throughout the module. Students will be given in class Quizzes via the VLE.</p>

19. SUMMATIVE ASSESSMENT						
a) Written Examinations						
Assessment Code	Description	Volume	Weighting	Learning Outcomes	Final Assessment	Pass / Fail
Overall Percentage of assessment by Written Examination						
b) Practical						

Assessment Code	Description	Volume	Weighting	Learning Outcomes	Final Assessment	Pass / Fail
Overall Percentage of assessment by Practical						
c) Coursework						
Assessment Code	Assessment Type	Description	Volume	Weighting	Learning Outcomes	Final Assessment / Pass / Fail
CW1	P	Portfolio of tasks	equivalent to approximately 6000 words	100	1,2,3,4	Y
Overall Percentage of assessment by Coursework						100

Additional Assessment Information

The portfolio will typically include the following activities:

Develop a poster to explain the key concepts of e-business to someone who is new to the topic.

Identify and discuss the business models that successful retailers adopt.

○ Looking for differences between b2c and b2b(800 words approx.)

Scenario based task: i.e. a fashion business start up (established 4 yrs ago) is looking to identify how they could expand their presence in the fashion market by using technology. They have hired you to write them a short but detailed analysis report on the directions they can explore to further their business. Scenario would go into detail explaining that they currently buy materials locally, sell only via their shops, the till system is manual none digital tills and they currently only deal with cash sales. Would allow for students to explore, e-procurement, e-commerce, electronic-pos, e-banking, plus others.

20. KEY TEXTS

Chaffey, D., 2011. E-business & e-commerce management : strategy, implementation and practice . 5th ed. Harlow : Financial Times Prentice Hall.

Laudon, K., Traver, C. (2012) E-Commerce 2012 8th ed. Pearson Education

Schneider, G, P. (2012) Electronic commerce 10th edition Cengage

21. OTHER LEARNING RESOURCES

Hardware and Software Requirements:

PCs with Microsoft Office applications

Supplementary Texts

Amit, R. and Zott C. (2001) Value creation in E-Business, Strategic Management Journal, Volume 22, Numbers 6 - 7, pp493-520

Bocij, P., Greasley, A and Hickie, S (2008) Business Information Systems: Technology, Development and Management for the E-Business Pearson Education.

Djoleto, W (2013) Electronic Commerce and Organizational Leadership: Perspectives and Methodologies Ebook Business Science Reference

Laffey, D. and Sharp, J.A. (2008) Paid Search Wars, communications of the Association for Information Systems, 22 (32).

Laudon, K.C. and Traver, C.G. (2009) E-commerce: business, technology, society, 5th Edition, Upper Saddle River, N.J.

Turban, E., King, D. (2012) Electronic Commerce 2012 (7th Edition) Turban IE Pearson Education

Journals

European Journal of Information Systems

Information Systems Journal

Information and Management

Journal of Information Systems

Journal of Information Technology

Journal of Management Information Systems

Journal of Strategic information Systems

HECOS Codes

HECOS

Description