



Alliant International University

BUS 3030: E-Business

August to December 2011

Class Time: Tuesdays 18:30-21:30h

Instructor: Ana Bonilla

Office Location: Mexico City

Cellphone: 04455 18189706

E-mail: anabonilla1@hotmail.com

Office Hours: 9-18h

Grading: Letter

Units: 3

I. Rationale:

Why does this course exist? How does it fit in with the rest of the field/area's curriculum? What does it contribute in terms of the program's learning outcomes?

This course will give the student the competence to develop an e-business model from a business concept. This will help him to take advantage of the latest developments in information technology and to integrate society trends for interacting effectively with customers. The student will be able to determine when is convenient to develop an e-business model for a traditional business and when is needed a combination of both (traditional and e-business models), depending on the maturity of the market. With an e-business model, the business can integrate internal processes towards a cost-effective and faster market response, managing consumer knowledge through a web based interaction. Is only by delivering: convenience, choice, customization, communication, improved cost and transaction control, that the e-business model can serve both the customer and the company.

With the integration of this course to the program, the Alliant student will be prepared to manage the ever changing technological environment in favor of the business operation, integrating its value chain with a strategic understanding.



Alliant's Mission Statement

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. **Scholarship**

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. **Multicultural and International Competence**

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. **Community Engagement**

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.



CALENDAR FALL 2011

FALL SEMESTER 2011

Aug. 1 Monday: Last day to register for Fall Semester without paying a late fee

Aug. 22-27 Monday – Saturday: New student orientation -- Attendance is mandatory for new students

Aug. 29 Monday: Instruction begins for Fall Semester [full-term (16-week) and Session 1 (8-week) courses]

Sept. 13 Tuesday: Add/Drop Deadline for Fall Semester full-term courses. Last day to drop a full-term course for 100% refund

Friday, September 16-- Mexican Independence Holiday—NO CLASSES

Sept. 23 Friday: Last day to withdraw from Fall Semester Session 1 courses in good standing

Oct. 21 Friday: Last day to withdraw from Fall Semester full-term courses in good standing

Oct. 22 Saturday: *Alliant Makes A Difference Day*

Oct. 23 Sunday: Last day of Fall Session 1 courses

Oct. 24 Monday: Instruction begins for Fall Semester Session 2 (8-week) courses

Wednesday, NOVEMBER 2 –Día de los Muertos Holiday—NO CLASSES

Nov. 4 Friday: Fall Semester Session 1 grades due to Registrar's Office

Nov. 18 Friday: Last day to withdraw from Fall Semester Session 2 courses in good standing. Fall Semester Session 1 grades available on-line

Monday, November 21 --Mexican Revolution Holiday—NO CLASSES

Nov. 28 Monday: Registration for Spring Semester begins

Dec. 11 Sunday: Last day of Fall Semester full-term courses

Dec. 12-18 Monday – Sunday: Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

Dec. 18 Sunday: Last day of Fall Semester Session 2 courses

Dec. 26 Monday: Last day to register for Spring Semester without paying a late fee

Jan. 6 Friday: Fall Semester full-term and Session 2 grades due to Registrar's Office

Jan. 13 Friday: Fall Semester grades available on-line

ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY 2012

SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday: New student orientation/Attendance is mandatory for new students

Jan. 23 Monday: Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday: Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

II. Course Description, Purpose, Student Learning Outcomes and Assessment:

A. Course Description

The Age of Electronic Commerce presents several opportunities for setting up new businesses, as well as expanding and growing existing business offerings. E-commerce is an automated mechanism that can substantially increase customer contact and business transactions, while simultaneously reducing the cost of doing business.

E-commerce is part of an e-business strategy. E-business analyses the business 'environment, it understands its political, legal, economic, socio-cultural and technological perspectives in order to adapt the e-commerce strategy to specific markets. Each market shows a different technological maturity and e-commerce adoption pace, so the on-line strategies need to be adapted. E-business models help to translate the corporate strategy to the different business units in order to manage an effective on-line interaction with the customer.

Participants in this course will learn concepts and trends to understand, analyze, design and develop an e-business model. Students will be exposed to client centered architectures, internet infrastructures, and consumer behavior on the internet.

Issues in the management, planning and design of electronic businesses will be discussed. The e-business topics will include Web security issues, electronic payment issues, legal issues, trans-border data issues. In addition, the course will explore in-depth concepts of the implications of e-business such as impacts on consumer behavior, changed media for business transactions, new marketing techniques, global consumerism and prosumerism trends.

The course will also focus on business models and business strategies for e-businesses and their relationship to on-ground businesses and brands. It will analyze the latest trends on on-line communication. The student will be able to identify the trends that help companies to improve their relationship with the customer and the information gathering process towards customization.

The course will give the students the tools to develop digital marketing strategies for an e-business model.

Note: Occasionally, guest speakers from different companies (NGOs, MNCs, associations, small businesses, people from different nationalities, Government, etc.) will be invited to class in order to share their experience with students and engage in discussions about e-business and e-commerce. Please note that this cannot be scheduled within our agenda due to the inability to get professionals to commit their time thus early.

B. Purpose of the Course

Students will be able to develop an e-business model from a business concept.

Students can identify and design e-business strategies for enriching the value proposition of the business, augmenting the customer relationship level, diminishing channel costs, increasing loyalty and segments identification through personalization and customization.

The student will be able to identify the trends in e-commerce, on-line technology and communication, in order to establish strategies that can improve the company's positioning and the relationship with the customer.

The student will be prepared to manage the ever changing technological environment in favor of the business operation, integrating its value chain with a strategic understanding.

See Appendix A for example of a Course Purpose Statement.

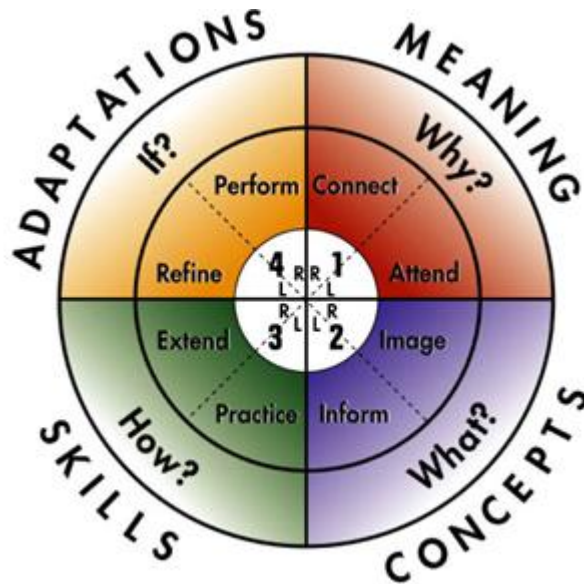
The generic learning outcomes for a degree in business are:

1. **Mastery of Theories and Scholarship** — Demonstrate mastery of the key literature, scholars, paradigms, and theories in the field of business as well as related fields in social sciences.
2. **Ethics, Diversity, and Multiculturalism** — Demonstrate an understanding of global ethical issues, diversity issues, and multicultural issues in business.
3. **Reasoning and Communication Abilities** — Demonstrate the ability to reason critically and creatively about global themes and issues and to communicate these in written and oral form.
4. **Data Collection, Analysis and Collaborative Problem Solving** — Collect, analyze, and evaluate data using valid methodologies to formulate conclusions and offer explanations, and demonstrate ability to understand others and problem solve on global issues in a collaborative manner.

In addition, upon successful completion of this specific course, students will:

- Develop business and e-business models.
- Visualize the technological trends that affect businesses.
- Develop an on-line strategy for interacting with customers and improve market insight.
- Understand the on-line needs of customers and technological platforms.
- Understand and design digital marketing campaigns that can be integrated in the promotional mix.
- Improve customer service through web based strategies.
- Develop the strategy of a company's website and its design.

D. Instructional Strategy



I

4MAT methodology developed by Bernice McCarthy. It is built around four key types of learning—four modes of learning that all learners need to succeed in:

Type Four

Dynamic Learning—Doing and feeling. Seeking hidden possibilities, exploring, learning by trial and error, self-discovery.

Creating original adaptations. Key question: **If?**

Type One

Imaginative Learning—Feeling and watching, seeking personal associations, meaning, involvement.

Making connections. Key question: **Why?**

Type Three

Common Sense Learning—Thinking and doing. Experimenting, building, creating usability. Tinkering.

Applying ideas. Key question: **How?**

Type Two

Analytic Learning—Listening to and thinking about information; seeking facts, thinking through ideas; learning what the experts think.

Formulating ideas. Key question: **What?**

We share, discuss, present, read/learn, map, apply and modify through the course with activities at class, homework, cases and the project. The details of the homework, cases and project are described in this document.

E. Description of Course Requirements and Assessment Methods

The course requirements are:

1. Individual research, readings, cases, essays and presentations
2. Class activities and cases

3. A project

These different course requirements will satisfy all learning styles.

Assesment Rubric:

A - Outstanding

An A assignment presents a well-articulated analysis.

- clearly identifies and insightfully analyzes important aspects of the topic
- develops convincing and relevant ideas, organizes them logically, and connects them with clear transitions
- effectively supports the main points of the critique
- Applies all concepts revised at class

B - Strong

A B assignment presents a well-developed critique of the topic

- clearly identifies important features of the topic and analyzes them in a generally thoughtful way
- develops ideas clearly, organizes them logically, and connects them with appropriate transitions
- sensibly supports the main points of the critique
- Applies most concepts revised at class

C – Adequate

A C assignment presents a competent critique of the topic

- identifies and analyzes important features of the topic
- develops and organizes ideas satisfactorily but may not connect them with transitions
- supports the main points of the critique
- Applies some of the concepts revised at class

C- – Limited

A C- assignment demonstrates some competence in analytical skills but is plainly flawed.

- does not identify or analyze most of the important features of the topic, although some analysis is present
- devotes most of its time to analyzing tangential or irrelevant issues
- is limited in the logical development and organization of ideas
- offers support of little relevance and value for points of the critique

- does not convey meaning clearly
- Applies few concepts revised at class

D - Seriously Flawed

A **D** assignment demonstrates serious weaknesses in analytical skills.

- does not present a critique based on logical analysis, but may instead present partial writer's own views on the subject
- does not develop ideas or is disorganized
- provides little, if any, relevant or reasonable support
- has serious and frequent problems in the use of language and in sentence structure

E - Fundamentally Deficient

An **E** assignment demonstrates fundamental deficiencies in analytical skills.

A typical paper in this category exhibits more than one of the following characteristics:

- provides little evidence of the ability to understand and analyze the argument
- provides little evidence of the ability to develop an organized response
- has severe and persistent errors in language and sentence structure

F – illegible, unconnected

Elements to evaluate in presentations:

1. Quality of oral presentation,
2. Focused, relevant research, variety and quality of information sources
3. Defense of one's analysis and structure
4. Response to questions,
5. Prompting dialogue
6. Application of the concepts and analysis

Principal Rubrics:

APA style is the University's adopted style manual for all courses. Students should consult the 5th edition of the *Publication Manual of the American Psychological Association* (2001) for more information, available at www.apastyle.org. Further references are available by website for OWL Publishing at Purdue University. The website address for accessing the research report link at Owl Publishing is:

<http://owl.english.purdue.edu/workshops/hypertext/reportW/introduction.html> under: “Writing Lab” – “Workshops and Presentations” – “Reports” - “Understanding the Sections of Your Report.”

General Format Structure of the Papers and the Research Report

These must be written in Ariel font, double spaced, 11 points. For other specific information regarding, for example, pagination protocol, students are advised to consult the aforementioned source.

Research Paper scoring rubric:

Grammar and Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Minor errors do not interfere with the understanding of the paper. (5 pts)	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable. (4 pts)	The paper has so many basic grammar errors that the paper cannot be readily understood. (0 pts)
Style of paper	Presentation style assured real learning by reader and engaged the reader. (5 pts)	Presentation style was adequate to advance reader learning. (4 ps)	Style of paper was confusing to reader. (0 pts)
Presentation of research and design to class	Presentation was engaging for classmates. (5 pts)	Presentation was interesting but lacked clarity and explanation. (4 pts)	Presentation lacked clarity and was not engaging of fellow students in the class. (0 pts)
Adherence to APA style	Paper demonstrated full adherence to APA style. (5 pts)	Paper demonstrated partial adherence to APA style. (3 pts)	Paper failed to utilize APA style. (0 pts)
Organization	Writing is clear, logical, and very organized around a developed thesis. (25 pts)	Writing has minimal organization and a basic thesis statement. (15 pts)	The paper is unclear with no organization. (0 pts)
Support	Every important point is clearly supported by strong evidence. (25 pts)	The use of evidence is minimal, but it does support the thesis. (15 pts)	The paper does not attempt to support a thesis. (0 pts)
Analysis	Analysis shows a strong relationship between evidence and thesis. (30	Analysis of the evidence stretches its meaning in an	The paper does not attempt to explain how the

	pts)	attempt to support the thesis. (20 pts)	content relates to the thesis. (0 pts)
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The following grading scale will be used for this course:

Grade	Percent
A	90%
A-	85% – 89%
B+	83% – 88%
B	77% – 82%
B-	71% – 76%
C	65% – 70%
F	Less than 65%

III. Course Readings and Materials:

Textbook: *E-Commerce: Business, Technology, Society*, Kenneth C. Laudon, Carol Guercio Traver, Carol G. Traver. 5th edition. 2009. Pearson Education.

Other source: *E-business 2.0, Roadmap for Success*. Dr. Ravi Kalakota, Marcia Robinson. Addison Wesley.

Readings:

Wikinomics: *How mass collaboration changes everything*. Don Tapscott, Anthony D. Williams. Portfolio.

Cases from the Textbook and other book sources.

Articles and news from magazines and newspapers.

IV. Policies and Procedures

Behavioral Expectations/Attendance

What behavioral expectations does the instructor have for the students in class? Requirements for attendance, participation, respect for others, etc. should be spelled out. Describe the policies on:

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance. Attendance criteria for this class are: [instructor to insert statement pertaining to this class].

2. Information on Participation/types of participation required by the course [as necessary]

- a) Individual research, readings, cases, essays and presentations
- b) Group activities and cases
- c) A project (in teams)
- d) Individual exams

3. Instructor Assumptions

It is necessary to complete requested readings in order to follow the course pace. Teamwork is essential for completing the project assignment. Insightful analysis is required.

4. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

6. Academic Code of Conduct and Ethics
The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

7. Disability Accommodations Request
If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Course Requirements During Religious Holidays
Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

9. Resources for Obtaining Tutoring or Other Student Support Services
Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

10. Problem Solving Resources
If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf or contact the University Ombudsperson at jlewis@alliant.edu.

V. Course Schedule:

Class 1: Introduction. Business Modelling and Business Model Canvases.

Class 2: Technology trends and outlook, business challenges.

Class 3: e-commerce and its relationship with e-business, e-commerce models (B2B, B2C, C2C, P2P) and cases.

Class 4: revenue models for e-business and the business environment affecting e-business.

e-business tools (CRM's, ERP's, etc.)

Class 5: From the Web 1.0 to the 4.0 , the Web 3.0 and 4.0 Challenge.

Class 6: Technology and communication challenges and the society adoption pace.

Class 7: e-commerce and e-business cases

Class 8: managing the marketing mix and branding in e-business models

Class 9: marketing research on-line, in the e-business model

Class 10: Website design, applying the e-business model.

Class 11: The roadmap for an e-business design, challenges during adoption, results measurement and model improvements.

Class 12: Technological adoption pace in different countries, regional business environments.

Class 13: Adapting e-business models to a business environment, cases.

Class 14: Project Presentation

Class 15: Final Exam

Class 16: Grades revision and wrapping up.

Syllabus is subject to Change

The students will revise some chapters of the textbook and other cases individually. They will also read the following chapters from the book Wikinomics (Tapscott): Wikinomics, Ideagoras, The Prosumers, The Wiki Workplace.

Textbook: *E-Commerce: Business, Technology, Society*, Kenneth C. Laudon, Carol Guercio Traver, Carol G. Traver. 5th edition. 2009. Pearson Education.

The project consists in developing the concept of a company that can succeed in Mexico holding an e-business model. The team must develop its business and e-business model (including an analysis of competitors and benchmarking on existing business and e-business models). The Vision, Mission, and Values of the company must be stated, as well as its strategy for gaining the Mexican market in the short, mid and long term. The branding and marketing mix will be defined for the e-business model.

Some digital marketing strategies that we will explore within the business concept are the following:

1. Social web daily feeds, updates and winning arguments.
2. Microsites.
3. e-books or interactive reading.
4. On line and social net games
5. Apps
6. Internet TV

7. Context Delivery Architecture
8. Customized sites, products and services
9. Home Health monitoring and Human Augmentation technology
10. Mobile Apps, ads, promotions and feeds

Project Deliveries:

Class 2: Business model idea/concept

Class 3: Incorporating technology trends to the value proposition and customer relationship (switching costs)

Class 4: Competitors analysis

Class 5: Business model adaptation and selection of revenue model

Class 6: SWOT analysis

Class 7: Market segment research

Class 8: Website and on line interaction flow analysis, mapping. Digital Buying Process analysis.

Class 9: Digital Branding

Class 10: Digital Marketing mix

Class 11: Digital promotion mix

Class 12: Website layout design and experience flow

Class 13: Implementation of some online strategies

Class 14: Evaluation and conclusions



Appendix: Alliant Mission, Values, Professional Practices and Competencies

A. Alliant Mission

Description: Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Purpose: The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

B. Alliant Core Values

Description: The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

Purpose: The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

C. Alliant Professional Practice University Components of Excellence from the Mission

Description: The four components of a professional practice university explained in Alliant's mission are:

Education for Professional Practice
Scholarship
Multicultural and International Competence
Community Engagement

Purpose: The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

D. Professional Practice Competencies

Description: The Alliant Professional Practice Competencies (A-IMPACT) are:

A discipline-specific body of knowledge and research/scholarship
Insight into the context of practice
Multicultural/International competence
Professional literacies
Application of knowledge and research in new ways
Conduct, judgment, dispositions and ethics
Team-based and multidisciplinary approaches

Purpose: The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.