|  |
| --- |
| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| **IFN 314**  | Electronic Commerce | 3 (3-0-0) | 6 |
| **Prerequisites** | **None** |
| **Language of Instruction** | English | **Mode of Delivery**  | **Face to face** |
| **Type and Level of Course** | **Elective/3.Year/Spring Semester EQF- Level 6** |
| **Lecturers** | **Name(s)**  | **LectureHours** | **Office Hours** | **Contacts** |
| **Course Coordinator** | Asst.Prof.Dr. Murat GülmezRes.Ass.Emre Kadir Özekenci | Tuesday09.40-12:30 | Wed10:00-12:00 | **mgulmez@cag.edu.tr****ekadirozekenci@cag.edu.tr** |
| **Course Objective** | The objective of the course is to understand the relationships among e-commerce business concerns, internet technology, and the social and legal context of e-trade. Given the continued growth and diffusion of e-commerce, al students-regardless of their major discipline-must also understand the basic economic and business forces driving e-trade. |
| **Learning Outcomes of the Course** |  | **Students who have completed the course successfully should be able to** | **Relationship** |
| **Prog. Output** | **Net Effect** |
| 1 | **define E-commerce terms and definitions** | **3** | **4** |
| 2 | **understand the new technological trends related to e-commerce** | **3** | **4** |
| 3 | **understand moral and ethical issues related to e-commerce** | **4** | **5** |
| 4 | **Carry out a project work as a team**  | **6,9** | **4** |
| 5 | **Practice new technological tools in course projects** | **2,6** | **5** |
| **Course Description:The aim of E-commerce course is to define E-commerce and its components. In this sense, the relationships between technology and business will be thought during the course. E-commerce terms and definitions, e-commerce business models, technological components of e-commerce, e-supply chains, launching a successful online business, security and ethical issues regarding e-commerceare the main topics that will be covered. So, after one semester study, students will be able to understand the role of e-commerce in today’s marketplace.** |
| **Course Contents:( WeeklyLecture Plan )** |
| **Weeks** | **Topics** | **Preparation** | **TeachingMethods** |
| **1** | Introduction and Meeting | - | Lectures  |
| **2** | Introduction to E-commerce - Basics Terms and Discussion current issues with students | Textbook Ch. 1 |  Lectures |
| **3** | Introducing Projects: Virtual Worlds and Blogpages) | By Lecturer | Lectures & Discussion |
| **4** | E-Commerce Business Models And Revenue Models with Flowchart | Textbook Ch.5  |  Lectures& Discussion |
| **5** | E-commerce Business Strategies | Textbook Ch.5 | Lectures & Discussion |
| **6** | Project Presentations |  | Student Presentations |
| **7** | Project Evaluations | By Lecturer | Discussion |
| **8** | Big Data: New trend of businesses and other non-profit organizations, (Supported with Documentary) | Power point presentations by groups | Presentation |
| **9** | The Internet and World Wide Web: E-Commerce Infrastructure | Textbook Ch. 2 | Lectures & Discussion |
| **10** | Online security and other concerning issues in E-commerce and digital world | Textbook Ch. 4 | Lectures& Discussion |
| **11** | Online Payment Systems & Crypto currency: Bitcoin (Supported with Documentary)  | Textbook Ch. 4  | Lectures & Discussion |
| **12** | Ethical, Law And Political Issues in E-commerce (supported with E-kin Case Study) | Textbook Ch. 8 | Lectures & Discussion |
| **13** | Review for the final exam | Review | Lectures& Discussion |
| **14** | Final | - |  |
| **REFERENCES** |
| **Textbook** | E-Commerce 2016e (12th Edition) business technology society, Keneth C. Laudon, Carol GuercioTraver |
| **Relatedlinks** | Will be distributed as case studies or instructions for assignments through the Instructor’s webpage: [www.cag.edu.tr/murat-gulmez](http://www.cag.edu.tr/murat-gulmez) |
| **Course Notes** | The Internet (World Wide Web, our “living” text book), (http://www.**sethgodin**.com/ ) |
| **Recommended Reading** | Assignments  |
| **MaterialSharing** | Case Studies |
| **ASSESSMENT METHODS** |
| **Activities** | **Number** | **Effect** | **Notes** |
| **Assignments** | **2** |  **5%** |  |
| **Project**  | **1** | **35%** |  |
| ***Effect of The Activities*** |  | **40%** |  |
| ***Effect of The Final Exam*** |  | **60%** |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom** | **14** | **3** | **42** |
| **HoursoutClassroom** | **14** | **3** | **42** |
| **Project** | **1** | **40** | **40** |
| **Assignments** | **2** | **4** | **8** |
| **Final Exam** | **1** | **40** | **40** |
| **Total****Total / 30****ECTS Credit** | **172** |
| **=172/30=5.73** |
| **6** |
| **RECENT PERFORMANCE** |
|

|  |  |
| --- | --- |
|  |  |
|  |  |

 |

**“Blog” Assignment Instructions**

Each group is expected to prepare a blog by using “blogger” application. The content of your blog is up to you however as a group you should create an interesting content and then update your content continuously. After creating your blog pages, you will be creating a business plan document with all the information relevant to turn your blog into a successful e-commerce company. The business plan document should include the following sections;

1. Value Proposition
2. Revenue Model
3. Market Opportunity
4. Competitive Environment
5. Competitive Advantage
6. Market Strategy
7. Organizational Development
8. Management Team
9. Financial Projections For Next 5 Years

As a team you are also expected to present your blog pages and your business plan briefly in last class session of the term. **The project will be 35% of your total grade.**

 Good Luck!

 Asst. Prof. Dr. Murat Gülmez

 Res.Asst. Emre Kadir Özekenci

**Virtual World “The Second Life” Assignment**

The Second Life assignment is a group project in which students research an actual Virtual world business type (retail, real estate, event planning, etc.) and report on their findings.

The goals of the project are:

1) to experience a virtual World ( in this case Second Life) environment;

2) to learn about virtual businesses and compare their operations to real world business operations of the same type

3) to gain exposure to a new web technology.

Assignment deliverables are:

1. a paper that compares the virtual business with a real world business and connecting “the virtual business” to E-commerce topics shown in class sessions. (E-commerce Types, Unique features of E-commerce, E-Commerce Business Models, Revenue Models etc.)
2. a short presentation of their findings.

At the end of the term, a survey will be conducted to the students to determine whether the assignment helped them to meet course objectives, to get feedback on the students’ experiences in Second Life, and to get their opinions about whether Second Life has a place in the curriculum.

The evaluation of the Virtual World Project will be as follows;

* **15% Paper**
* **15% Presentation**
* **5% Survey**

**The deadline for the project deliverables are on the course syllabus.**

**Asst. Prof. Dr. Murat Gulmez**

**Res. Asst. Emre Kadir Özekenci**

**E-COMMERCE PROJECT EVALUATION RUBRIC**

|  |
| --- |
| **IFN 314 Electronic Commerce Rubric** |
| **Student Name:** |   |
| **Student ID:** |   |
| **Student Name:** |   |
| **Student ID:** |   |
| **Evaluation of the Report** |
| **Criterion** | **Performance Evaluating** | **Point** |
| **Not Enough** | **Enough** | **Successful** | **15** |
|   |   |   |
| **1. Use of References** | **1** | **2** | **3** | 3 |
| Most of the references are from sources that are not peer- reviewed or professional, and have uncertain reliability | Professionally legitimate references are generally used; clear and fair citations are presented in most cases; most of the information/content/ evidence comes from sources that are reliable | Presents compelling evidence from professionally legitimate sources; attribution is clear and accurate; references are primarily peer- reviewed professional journals or other approved sources |
|  | **Comments:** |
| **2. Formatting** | **1** | **2** | **3** | 3 |
| Report exhibits frequent and significant errors in APA formatting | APA formatting is employed appropriately in the report with a few minor errors | APA format is used accurately and consistently throughout the report |
|  | **Comments:** |  |  |  |
| **3. Content**  | **1** | **2** | **3** | 3 |
| The content is not clearly articulated, or its component elements are notidentified or described; project information is poorly organized, categorized, and/or superficially examined; information is often inaccurate or incomplete. | Adequately identifies and describes the content and its components; gathers and examines information relating to the content; satisfactorily presents and appraises information with only minor inconsistencies, irrelevancies, or omissions. | Effectively formulates a clear description of the content and specifies major elements to be examined; selects and prioritizes information appropriate to adressing the content3; accurately and appropriately analyzes and interprets relevant information; precisely. |
|  | **Comments:** |
| **4. Organization** | **1** | **2** | **3** | 3 |
| Organization is unengaging and reader finds it difficult to maintain interest; | Organization is usually engaging and keeps the reader's attention; | Organization is compelling and sustains interest throughout. |
|  | **Comments:** |
| **5. Purpose** | **1** | **2** | **3** | 3 |
| The written project exhibits multiple errors in grammar, sentence structureand/or spelling; inadequate writing skills. Critical thinking is insufficient regarding the purpose of the project.  | Written research project displays good word choice, language conventions, and mechanics with a few minor errors in spelling, grammar, sentence structure. Critical thinking is satisfactorily regarding the purpose of the project. | Readability of the project is enhanced by facility in language use/word choice, excellent mechanics, and syntactic variety; uses language conventions effectively. Critical thinking is excellent regarding the purpose of the project. |
|  | **Comments:** |
|  | **1-5****(Individual Performance)****(Team Work)****(Presentation Quality)** | **1-5****(Individual Performance)****(Team Work)****(Presentation Quality)** | **1-5****(Individual Performance)****(Team Work)****(Presentation Quality)** | **15** |
| **6. Presentation (Oral Communication Skills)**  | Oral presentations cannot be understood because there is no logical sequencing of information; presenter uses superfluous graphics or no graphics do not support or relate to the information presented; presenter reads most or all of the project notes with little or no eye contact, presenter is unprofessional, lacks confidence, is uncomfortable, and cannot answer basic questions. General presentation quality, teamwork and individual performance are unsatisfoctary. |  Information is presented in a sequence that the audience can follow ; graphics support and are related to the content of the project; presenter maintains eye contact with the audience with a few minor exceptions;presenter reads from notes on a few occasions; presenter is comfortable for the most part and adequately answers questions. General presentation quality, teamwork and individual performance are adequate. | Information is presented in a logical, interesting, and effective sequence, which the audience can easily follow; oral presentation uses effective graphics to explain and reinforce the information presented ; presenter maintains eye contact with audience, seldom returning to notes; presenter is professional, confident, comfortable, and answers questions effectively. General presentation quality, teamwork and individual performance are very effective. |
| **7. Survey** | Participants fulfill the questionnaire form.  | Participants did not fulfill the questionnaire form. |  | **5** |
|  | **Comments:** |