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| ***ÇAĞ UNIVERSITY******FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** |
| **Code** | **Course Title** | **Credit** | **ECTS** |
| **IFN 314**  | **Electronic Commerce** | **3 (3-0-3)** | **6** |
| **Prerequisites** | **None** |
| **Language of Instruction** | English | **Mode of Delivery**  | Zoom – Çağ Moodle - Online |
| **Type and Level of Course** | Compulsory/3.Year/Spring |
| **Lecturers** | **Name(s)**  | **LectureHours** | **Office Hours** | **Contacts** |
| **Course Coordinator** | **Asst. Prof. Emre Kadir ÖZEKENCİ** | **Wed** **10.00-12.30** | **Thursday****10.00-16.00** | ekadirozekenci@cag.edu.tr |
| **Course Objective** | **To create a comprehensive awareness of E-Commerce, beginning with the basics terms, concepts and definitions, working toward and facilitating a wide understanding and appreciation of e-commerce applications, and the vital role they play in modern business practice.** |
| **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-commerce are the main topics that will be covered. So, after one semester, students will be able to understand the role of e-commerce in today’s marketplace. |
| **Course Contents: (Weekly Lecture Plan)** |
| **Weeks** | **Topics** | **Preparation** | **TeachingMethods** |
| **1** | Introduction and Meeting | - | Lectures & Discussion |
| **2** | Introduction to E-commerce - Basics Terms and Discussion current issues with students.Introducing Projects: Blogpages. | Textbook Ch. 1 - By Lecturer | Lectures & Discussion |
| **3** | E-Commerce Infrastructure | Textbook Ch.2  | 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** | Video Case (Amazon Echo, Importance of Internet, Facebook data center) | Case Study | Discussion |
| **7** | Midterm | - | Exam |
| **8** | E-Commerce Security and Payment Systems (Supported with Documentary) | Textbook Ch.4Netflix (Zerodays) | Lectures & Discussion |
| **9** | Ethical, Law and Political Issues in E-commerce | Textbook Ch.8 | Lectures & Discussion |
| **10** | Emerging Technologies in E-Commerce | By Lecturer | Lectures & Discussion |
| **11** | Introduction to Metaverse and general overview of Secondlife (One of the biggest platform on Metaverse) | By Lecturer | Lectures & Discussion |
| **12** | Project Presentation (Blogpages) | Student Presentation | Discussion |
| **13** | Project Presentation (Blogpages) | Student Presentation | Discussion |
| **14** | Final | - | Exam |
| **REFERENCES** |
| **Textbook** | E-Commerce 2020-2021: Business, Technology, Society. Global Edition. Keneth C. Laudon, Carol Guercio Traver.16th Ed, Pearson Dijital Savaşlar – Apple, Google, Microsoft ve İnternet Savaşı. Charles Arthur. Türkiye İş Bankası Kültür Yayınları. |
| **Course Notes** | Will be distributed as case studies or instructions for assignments through the Instructor’s webpage: <https://www.cag.edu.tr/tr/akademik-kadro/154/dosyalar> |
| **Relatedlinks** | The Internet (World Wide Web, our “living” text book), (http://www.**sethgodin**.com/ ) |
| **Recommended Reading** | Digital Business and E-Commerce Management: 6, Dave Chaffey, Pearson Education, ISBN: 9780273786542 |
| **MaterialSharing** | Case Studies |
| **ASSESSMENT METHODS** |
| **Activities** | **Number** | **Effect** | **Notes** |
| **Project**  | **1** | **20%** |  |
| ***Effect of The Midterm Exam*** | **1** | **30%** |  |
| ***Effect of The Final Exam*** | **1** | **50%** |  |
| ***Total***  |  | **100%** |  |
| **ECTS TABLE** |
| **Contents** | **Number** | **Hours** | **Total** |
| **Hours in Classroom** | **14** | **3** | **42** |
| **HoursoutClassroom** | **14** | **6** | **84** |
| **Project** | **1** | **40** | **40** |
| **Midterm Exam** | **1** | **10** | **10** |
| **Final Exam** | **1** | **10** | **10** |
| **Total****Total / 30****ECTS Credit** | **186** |
| **=186/30=6,2** |
| **6** |
| **RECENT PERFORMANCE** |
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**“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 20% of your total grade.**

 Good Luck!

 Asst. Prof. Emre Kadir ÖZEKENCİ

**E-COMMERCE PROJECT EVALUATION RUBRIC**

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| **IFN 314 Electronic Commerce Rubric** |
| **Evaluation of the Report** |
| **Criterion** | **Performance Evaluating** | **Point** |
| **Not Enough** | **Enough** | **Successful** | **100** |
|   |   |   |
| **1. Use of References** | **3** | **6** | **9** | 9 |
| 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** | **4** | **7** | **10** | 10 |
| 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**  | **10** | **20** | **30** | 30 |
| 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** | **5** | **10** | **15** | 15 |
| 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** | **5** | **10** | **15** | 15 |
| 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:** |
| **6. Individual Performance** | **3-8****(Individual Performance)****(Team Work)** | **9-14****(Individual Performance)****(Team Work)** | **15-21****(Individual Performance)****(Team Work)** | **21** |
|  | **Comments:** |