

**School of Information Management**

**INFO404 e-COMMERCE RESEARCH**

Trimester Two 2008

COURSE OUTLINE

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**Contact Details**

Course Coordinator

Eusebio Scornavacca

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**Trimester Dates**

7 July – 10 October 2008

**Class Dates:**

Wednesdays 10 July to 8 October

**Time:**

11:00 – 14:00

**Venue:**

EA 004

**Course Objectives**

In this paper you will be introduced to current research issues in e-commerce and e-business. Each week we will discuss a different topic by means of a mini-lecture providing a general orientation to the topic, followed by readings, understanding and critiquing research papers written by academics in the field.

The purpose of this paper is to expose you to some of the current research issues pursued by academics in e-commerce/e-business, and the variety of research methods used to understand these issues.

**Learning Outcomes**

After successful completion of this paper, you will understand:

1. Topics of current interest and importance in e-commerce/e-business.
2. Approaches used by academics to explore these topics and test hypotheses and propositions relating to these topics.
3. Ways to critique and understand the limitations to the approaches and methods used.

## Course Content

Modules will more or less equate to lectures, depending on progress made each week.

1. Material distribution – no class
2. a) Introduction to the course, assignments and philosophy.  
b) E-everything: boundaries and diversity in e-commerce research; e-commerce, e-business, m-commerce, u-commerce....
3. Where to find e-commerce research
4. Special Topic 1\*
5. Special Topic 2\*
6. Special Topic 3\*
7. Special Topic 4\*
8. Special Topic 5\*
9. Special Topic 6\*
10. Special Topic 7\*
11. Special Topic 8\*
12. Special Topic 9\*

Special topics will be all directly related to e-commerce research (e.g. e-learning, mobile banking, e-government, trust and e-commerce, CRM...). The class will use the following readings to explore the scope of possible special topics:

- Wareham, J., J. G. Zheng and D. Straub (2005) "Critical themes in electronic commerce research: a meta-analysis". *Journal of Information Technology*. 20, 1-19.
- Scornavacca, E.; Barnes, S.J. and Huff, S. (2006) "Mobile Business Research Published in 2000-2004: Emergence, Current Status, and Future Opportunities" *Communications of the Association for Information Systems (AIS)* Vol. 17, pp.635-646

The table below presents an example of topics and readings used in class in the past.

### Example of topics and readings covered in previous years.

Special Topic	Readings
Governance in EC	Van Der Herjden, H. (2001). Measuring IT core capabilities for electronic commerce. <i>Journal of Information Technology</i> . 16, 13–22.
	Patel, N. (2002). Emergent forms of IT governance to support global e-business models. <i>Journal of Information Technology Theory and Application</i> . (4)2, 33-48.
m-payments	Heijden, H. v. d. (2002, June 17 - 19). Factors Affecting the Successful Introduction of Mobile Payment Systems. Paper presented at the 15th Bled Electronic Commerce Conference eReality: Constructing the eEconomy, Bled, Slovenia.
	Mallat, N. (2006). Exploring Consumer Adoption of Mobile Payments - A Qualitative Study. Paper presented at the Helsinki Mobility Roundtable
B2E EC	Ravipa Larpsiri, Mark Speece. (2004). Technology integration: Perceptions of sales force automation in Thailand's life assurance industry. <i>Marketing Intelligence &amp; Planning</i> , 22(4), 392-406.
	Wedell, A., & Hempeck, D. (1987, August). Sales Force Automation -- Here and Now. <i>Journal of Personal Selling &amp; Sales Management</i> , 7(2), 11-16.
e-CRM	Korner, V., Zimmermann, H.D.: Management of customer relationship in business media-the case of the financial industry. <i>System Sciences</i> , 2000.

	Proceedings of the 33rd Annual Hawaii International Conference on, (2000) 10 Sinisalo, J., Salo, J., Karjaluo, H., Leppaniemi, M.: Managing Customer Relationships through Mobile Medium—Underlying Issues and Opportunities. Proceedings of the 39th Annual Hawaii International Conference on System Sciences, 2006.,
e-services	Santos, J., (2003). E-service quality: a model of virtual service quality dimensions, <i>Managing Service Quality</i> , 13(3), 233-245. Gefen, D., & Straub, D., (2003). Managing user trust in B2C e-services, <i>E-services Journal</i> , 2(2), 7-24
e-learning	Granitz, N. & Greene, C.S. (2003). Applying E-Marketing Strategies to Online Distance Learning. <i>Journal of Marketing Education</i> , 25(1), 16-30 Lee, Y.K. (2007). Understanding E-Learning Consumers: The Moderating Effects of Gender and Learner Diversity. <i>Journal of American Academy of Business</i> , Cambridge, 11(1), 223-230
Trust in EC	Chau, P. Y. K., Hu, P. J.-H., Lee, B. L. P., & Au, A. K. K. (2007). Examining customers' trust in online vendors and their dropout decisions: An empirical study. <i>Electronic Commerce Research and Applications</i> , 6, 171-182. Wang, Y. D., & Emurian, H. H. (2005). Trust in E-Commerce: Consideration of Interface Design Factors. <i>Journal of Electronic Commerce in Organizations</i> , 3(4), 42-60.
IP in EC	Camp, L. J., DRM: doesn't really mean digital copyright management, in Proceedings of the 9th ACM conference on Computer and communication security. 2002, ACM Press: Washington, DC. Mykytyn, K., and Jr., P. P. M., THE IMPORTANCE OF THE LAW FOR E-COMMERCE STRATEGIES. <i>Information Systems Management</i> , 2005. 22(2): p. 50-56.

The final list of special topics for 2008 will be defined through a guided class exercises on week 3. The selection criterion will combine personal preferences as well as relevance to e-commerce research and practice.

### Readings

Readings will be supplied for each week. You will make extensive use of the University Library print and electronic media and appropriate use of Internet resources, but care should be taken to ensure that only authoritative sources are used. There is no set text.

### Assessment Requirements

The course assessments must be submitted to the course coordinator for marking on the dates specified. The format for submissions and details of what is required for each assignment are given in the course assignments document. All assignments will contribute to the course mark of each student, according to the assessment ratio given below.

## Assessment:

Course assessment will be based on:

Article critique	15%
Discussion leadership	5%
Class participation	15%
Assignment 1: special topic	25%
Assignment 2: m-business case study	<u>40%</u>
<b>Total</b>	<b>100%</b>

### Article critique (15%)

For each “special topic” session, two students (depending in class numbers) will prepare and present a detailed critique of a recently published article related to the topic for that week. This team will also lead the class discussion of the topic.

### Discussion leadership (5%)

Students will be appointed as “chair” of each special topic. The chair will be responsible for the topic selection as well as and paper selection (see Assignment 1). During the session, the chair is responsible for introducing the topic as well as leading the class discussion. It is recommended that the chair have a brief meeting with the presenters before class.

### Class Participation (15%)

Each individual’s course participation will be monitored, the emphasis will be on quality, rather than quantity or frequency. Students are expected to attend every class, to read the readings for each week, and to come prepared to contribute to class discussion. Volunteers are preferred in class discussions, however you may be “cold called” at any time. The injection of a unique perspective into a discussion, inter-relating various analyses, and drawing together or synthesising things learned from a discussion will be particularly valued. Timely and useful questions can also be an effective contribution. Gathering and presenting information beyond the confines of the course readings will also be highly valued. Chip shots – brief “me too” comments that add little to the discussion – will not be highly valued.

### Assignment 1: Special Topic (25%)

Due: week 6 (Friday 2 pm). In this assignment students will learn to explore a field of enquiry. Firstly, based on the class discussions and the readings of week 2 and 3, students will select an e-commerce related research topic. Secondly, they will define the scope of their chosen topic and describe its relevance to e-commerce research. Thirdly, they will explore the literature related to their chosen topic and report a brief literature analysis of the field. Finally, students will select two papers (justifying their choice) that they consider of great relevance and recommend them to be analysed and discussed in the class.

### Assignment 2: m-business case study (40%)

Due: week 12 (Friday 2 pm). In this assignment, students will analyse a recent m-business case study. They will then link and evaluate the possible contribution of the theory presented in the course readings.

## Penalties

In keeping with standards of professionalism appropriate to this programme, it is expected that deadlines will be honoured. In fairness to students who complete work on time, work submitted after the due date/ time will incur penalties for lateness. The penalty is up to 10 % of the report's grade per day (or part thereof) late. Unusual or unforeseeable circumstances (e.g. serious illness, family bereavement) may lead to a waiver of this penalty but need to be discussed with the paper coordinator as soon as possible, and substantiated by documentary evidence.

## Workload and Mandatory Course Requirements

You are expected to attend all course sessions, read assigned materials, and contribute to discussions. For each week of the course, plan to spend three hours in class, six to eight hours preparing for class.

### Attendance:

An attendance register will be kept. It is expected that Honours students will attend all classes and inform the course coordinator if for some reason they cannot attend.

### Mandatory Requirements:

To pass the course, you must gain a minimum of 40% on each item of assessment and obtain an overall pass mark (See section 2 of the Assessment Handbook). To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

## Grades

Grading standards:

Letter Grade	Number grade	Approx Dist'n *	Simple Description	More Complete Description**
A+	Over 84	4%	Outstanding	Far exceeds requirements, flawless, creative
A	80-84	10%	Excellent	Polished, original, demonstrating mastery
A-	75-79	14%	Very Good	Some originality, exceeds all requirements
B+	70-74	22%	Good	Exceeds requirements in some respects
B	65-69	26%	Satisfactory	Fulfils requirements in general
B-	60-64	18%	Acceptable	Only minor flaws. Unoriginal
C+	55-59	4%	Pass	Mistakes, recapitulation of course material
C	50-54	2%	Minimum pass	Serious mistakes or deficiencies
D	40-49	1%	Unacceptable	Little understanding, poor performance
E	00-39	1%	Fail	Below the minimum required

\* This is the hypothetical percentage of students that would attain the various levels of performance, over several repetitions of the course, under similar conditions. It is recognized that the distribution in a particular course, particularly with small enrolment, may differ markedly from the long-term distribution.

\*\* The lecturer will develop a more complete or specific description of the meaning of the various levels of performance based upon the specific nature of the assessment in a course. For example, performance may be determined by the qualities of a written report, a classroom presentation, or work in a group project. The words used to describe these kinds of assessments will obviously vary.

## **Communication of Additional Information**

Communication of additional information will be delivered via e-mail

## **Faculty of Commerce and Administration Offices**

### Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

### Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA005). This counter is the first point of contact for :

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

## **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to [www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

- Academic grievances
- Student and staff conduct
- Meeting the needs of students with impairments
- Student support

## **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

### **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 6015. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.

