TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management

INFO404 e-COMMERCE RESEARCH

Trimester Two 2010

COURSE OUTLINE

Names and Contact Details
Course Coordinator: Eusebio Scornavacca
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Trimester Dates

Teaching Period: From 12 July to 27 October

Withdrawal from Courses:
Your fees will be refunded if you withdraw from this course on or before **23 July 2010**

The last date for withdrawal from this course *(assuming it has 12 weeks of lectures, otherwise modify accordingly)* is the three-quarter point of the teaching period, i.e. **Friday 24 September.**
After that date, permission to withdraw requires the permission of the Associate Dean (Students) as set out in section 8 of the Personal Courses of Study Statute
http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf

To apply for permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks.

Class Times and Room Numbers
Times: Tuesdays, 9.00-11:50
Venue: Room EA 004

Course Content

Week	Date	Topic
1	13 July	**THE IS DISCIPLINE** Introduction to the course, assignments and philosophy.
2	20 July	**EC LITERATURE** Where to find e-commerce Research **Readings:** a) Mylonopoulos, N.A. and Theoharakis V. (2001). **"**Global perceptions of IS journals". Communications of the ACM, 44 (9), 29-33. b) Bharati, P. and Tarasewich P. (2002) "Global perceptions of journals publishing e-commerce research" Communications of ACM, 45 (5) p. 21—26
3	27 July	**E-VERYTHING** Boundaries and diversity in e-commerce research; e-commerce, e-business, m-commerce, u-commerce…. **Readings:** a) 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. b) 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 Vol. 17, pp.635-646
4	3 August	**THE ANATOMY OF AN ARTCLE** The fundamental elements of a research paper. **Readings:** a) Al-Qirim, N. A. Y. and Corbitt, B. (2002). "An Empirical Investigation of an eCommerce Adoption Model in Small to Medium-Sized Enterprises in New Zealand " Sixth P*acific Asia Conference on Information Systems*, Tokyo, Japan. b) Scornavacca, E.; Huff, S. and Marshall (2009) "Mobile Phones in the Classroom: if you can't beat them, join them" Communications of the ACM *Vol. 52 No. 4.*
5	10 August	**BENCHMARK** The essential guide for article presentations. **Reading:** Korner, V., Zimmermann, H.D. (2000): Management of customer relationship in business media-the case of the financial industry. . Proceedings of the 33rd Annual Hawaii International Conference on System Sciences

6	17 August	**ASSIGNMENT 1 Q & A**
		Mid-Term Break
7	7 September	**E-MARKETING AND E-CRM** **Article critique** a) Javalgi, R. G., Radolivich, L. P., Pendleton, G., & Scherer, R. F. (2005). Sustainable competitive advantage of internet firms. International Marketing Review, 22(6), 658-672. b) Kimologlu, H. (2004). The "E-Literature": A Framework for Understanding the Accumulated Knowledge about Internet Marketing. Academy of Marketing Science Review, 2004(6), 1-36.
8	14 September	**EC AND CHANNEL MANAGEMENT** **Article critique** a) Neslin, S. A., Grewal, D., Leghorn, R., Shankar, V., Teerling, M. L., Thomas, J. S., et al. (2006). Challenges and Opportunities in Multichannel Customer Management. Journal of Service Research, 9(2), 95-112. b) Rowley, J. (2006). An analysis of the e-service literature: towards a research agenda. Internet Research, 16(3), 1066-2243.
9	21 September	**TRUST IN E-COMMERCE** **Article critique** a) 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. Electronic Commerce Research and Applications, 6, 171-182. b) Wang, Y. D., & Emurian, H. H. (2005). Trust in E-Commerce: Consideration of Interface Design Factors. Journal of Electronic Commerce in Organizations, 3(4), 42-60.
10	28 September	**FROM E-BUSINESS TO M--BUSINESS** **Article critique** a) Zhang, J. J., & Yuan, Y. (2002). M-commerce versus internet-based E-commerce: the key differences. Paper presented at the Americas Conference on Information Systems 2002, Dallas, Texas. d) Hoehle, H and Scornavacca E. (2008) "Unveiling expert's perceptions towards the characteristics and value propositions of mobile information systems" International Conference on Mobile Business. Barcelona, Spain, July
11	5 October	**MOBILE CONSUMER MARKETS** **Article critique** a) Carroll, A; Barnes, S.J.; Scornavacca, E. and Fletcher, K. (2007) "Consumer Perceptions and Attitudes toward SMS Advertising: Recent Evidence from New Zealand" International Journal of Advertising. Vol. 26, Issue 1, pp.79-98 b) Wang, H.-C., Ku, Y.-C., & Doong, H.-S. (2007). Case Study in Mobile Internet Innovation: Does Advertising or Acquaintances Communication Decide Taiwan's Mobile Internet Diffusion? Paper presented at the 40th Hawaii International Conference on System Sciences, Hawaii

12	12 October	**MOBILE PAYMENTS**
		Article critique
		  a) 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.
		  b) Mallat, N. (2006). Exploring Consumer Adoption of Mobile Payments - A Qualitative Study. Paper presented at the Helsinki Mobility Roundtable

Although we intend to follow the schedule as closely as possible, variations may be necessary.

Course Learning Objectives

By the end of this course students should able to:

1. Understand the broad domain of e-business research and identify key journals and conferences that publish research articles in this field.
2. Search for specific literature within the e-business domain
3. Identify and evaluate the fundamental elements of a research paper.
4. Critique and discuss existing research in e-business.
5. Identify key contributions of e-business research and apply them to practical business situations.

Course Delivery
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.

Expected Workload
You are required 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 and six to eight hours preparing for class. Additional time will be required for completion of course assignments.
Attendance: On-time attendance is mandatory. Do NOT miss class. Do NOT be late. Please inform the course coordinator if for some reason they cannot attend a session.

Readings

Readings will be supplied for each week via Blackboard. 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.

Course assessment will be based on:

Article critique	20%
Class participation	15%
Assignment 1: reading list	25%
Assignment 2: e-business case study	40%
Total	**100%**

Article critique (20%)
For each 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. The presenters will also lead the class discussion of the topic. In addition, a handout of the PowerPoint slides presentation must be provided to class on the day of the presentation. No extensions can be granted on this assessment item.

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: reading list (25%)
Due: 1:00 pm on 31 August 2010. In this assignment students will read a case study in order to identify current business challenges. Students will develop the skill to search and identify key e-business research that is relevant to a practical business situation. This will create a useful exercise for the examination of conceptual and theoretical issues related to current e-commerce research.

Assignment 2: m-business case study (40%)
Due: 1:00 pm on 26 October 2010. In this assignment, students will analyse a recent e-business case study. First, students will provide a summary of the business scenario. Second, they will identify a research problem in the case. Then, they will link and evaluate the possible contribution of each research article presented in the course readings to their specific research problem. Finally, students will provide a critical evaluation about how e-commerce research can benefit e-commerce practice.

Notice
Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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.

Mandatory Course 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.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Supplementary materials may be provided from time to time by the course co-ordinator. Communication of additional information may be made via email, announcements in class, of via Blackboard.

For the following important information follow the links provided:

Academic Integrity and Plagiarism
http://www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes
http://www.victoria.ac.nz/home/about/policy

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support
http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices
http://www.victoria.ac.nz/fca/studenthelp/

Manaaki Pihipihinga Programme
http://www.victoria.ac.nz/st_services/mentoring/