

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Information Systems  
with effect from Semester A 2019 / 2020**

---

---

**Part I Course Overview**

**Course Title:** E-Business

**Course Code:** IS2505

**Course Duration:** One Semester (13 weeks)

**Credit Units:** 3

**Level:** B2

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** CB2505 E-Business  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The evolving trend of E-Business involves a wide adoption of “Internet+” technologies (e.g. social networks, mobile apps, big data and cloud services) and the use of data-driven approach. On completion of this course, students should be able to understand the emerging E-Business ecosystems, which has fundamentally changed the way on how organizations conduct business. The course emphasizes on the key concepts related to the business and technology aspects of conducting E-Business. Students will build conceptual and logical knowledge and capabilities in four areas: 1) Fundamentals of E-Business and 2) E-Business technologies and applications (e.g., Internet and web technologies, online media), 3) Data-driven approach (e.g., predictive analytics), 4) E-Business strategies (e.g., e-commerce and data-centric business models).

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the concepts, technologies, data-driven approach and business models of E-Business.	30%	✓	✓	
2.	Critically evaluate the application of Internet technologies (e.g. social, mobile, big data and cloud services) that can improve the efficiency and effectiveness of businesses.	30%	✓	✓	✓
3.	Design effective solutions to address e-business challenges.	20%	✓	✓	✓
4.	Demonstrate good communication and interpersonal skills in presenting E-Business solutions.	20%	✓	✓	

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
TLA1: Lecture: Concepts and general knowledge of information systems are explained.	<ul style="list-style-type: none"> <li>• <i>In-class discussion</i>: Students participate in discussions in lectures (e.g. face-to-face discussion, using digital devices).</li> <li>• <i>Recap</i>: In the beginning of every lecture, the lecturer will try to highlight the key topics covered in the previous lecture.</li> </ul>	✓	✓			2 Hours/Week
TLA2: Tutorial: The tutorial covers the managerial, analytical and technical aspects of various e-business applications.	<ul style="list-style-type: none"> <li>• <i>Tutorial exercises</i>: Case studies, discussion and hands-on activities on operations function and e-business management.</li> <li>• <i>Case/Group project discussion</i>: Students will be given a case/project to analyze and discuss.</li> </ul>			✓	✓	1 Hour/ Week
TLA3: Outside classroom activities: Additional help provided outside official class time.	<ul style="list-style-type: none"> <li>• <i>Readings and Case studies</i>: Business cases and related readings with IT adopted may be given to students. Further discussion and practical exercises in relation to the business cases can be conducted in tutorial sessions.</li> <li>• <i>Online Social Media</i>: Online social media is leveraged to provide a platform that enables students and teachers to discuss issues related to the teaching topics anytime anywhere.</li> </ul>		✓		✓	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks <sup>#</sup>
	1	2	3	4		
Continuous Assessment: <u>60%</u>						
<b><u>AT1: Tutorial Exercises</u></b> 10% is given for student's participation in terms of quality of questions, answers and student engagement for tutorial exercises and case studies.		✓			10%	
<b><u>AT2: Group Project</u></b> The project is designed to test students' ability in proposing E-Business plan. Second part of the project is designed to test students' abilities in designing and applying IT and data-driven approach to support their proposal and the delivery of goods and services identified in first part.			✓	✓	25%	
<b><u>AT3: Written Test or Assignment</u></b> The individual test or assignment is designed to gauge the student's grasp on e-business management and data analytics concepts and knowledge, as well as the ability to discover new knowledge and apply them to solve	✓				25%	

business problems in realistic business situations.						
Examination: <u>40%</u> (duration: one 2-hour exam)						
<b>AT4: Final Examination</b> The examination is designed to gauge the student's grasp on e-business management concepts and knowledge, as well as the ability to apply them to solve business problems in various situations.		✓	✓		40%	
* The weightings should add up to 100%.					100%	

# Remark: Students are required to pass both coursework and examination in order to secure an overall pass in this course.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task (AT)	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
AT1: Tutorial Exercises	Ability to accurately describe all key concepts, technologies, data-driven approach and business models for electronic business; with understanding of the measurement and evaluation of related tools.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT2: Group Project	Ability to discover and design effective e-business solutions.	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Capacity to work in teams and to communicate business information effectively in various formats; to support a complete range of daily life activities and life-long learning.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT3: Written Test or Assignment	Capacity for self-directed learning towards understanding e-business concepts, technologies, data-driven approach, business models and problems and providing effective solutions.	High	Significant	Moderate	Basic	Not even reaching marginal levels
AT4: Final Examination	Ability to accurately describe all key concepts, technologies, data-driven approach and business models for electronic business; with understanding of the measurement and evaluation of related tools.	High	Significant	Moderate	Basic	Not even reaching marginal levels

	Ability to discover and design effective e-business solutions.	High	Significant	Moderate	Basic	Not even reaching marginal levels
--	--	------	-------------	----------	-------	-----------------------------------

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Electronic commerce; Electronic business; Typical electronic business models and revenue models; Platforms; Sharing Economy; Workflow digitization; Data-driven business model; Data-driven operations; Data-analytical thinking; Internet and web technologies; Concepts on predictive analytics; Social and mobile commerce, Social media and marketing; Online communities; E-Business strategy and performance measurement; E-Businesses Security and Privacy.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Kenneth Laudon and Carol Traver, <u>E-Commerce 2019</u> , 15 <sup>th</sup> Global Edition, Pearson, 2020, ISBN: 9781292251707.
2.	Foster Provost and Tom Fawcett, <u>Data Science for Business: What You Need to Know About Data Mining and Data-Analytics Thinking</u> , O'Reilly, 2013, ISBN: 9781449361327.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Efraim Turban, David King, Jae Kyu Lee, Ting-Peng Liang, and Deborrah C. Turban, <u>Electronic Commerce 2018: A Managerial and Social Networks Perspectives</u> , 9th Edition, Springer, 2018, ISBN: 978-3-319-58715-8.
2.	Ramesh Sharda, Dursun Delen and Efraim Turban, <u>Business Intelligence, Analytics and Data Science: A Managerial Perspective</u> , 4th Edition, Pearson, 2018, ISBN: 978-0134633282.
3.	Arun Sundararajan, <u>The Sharing Economy: The End of Employment and the Rise of CrowdBased Capitalism</u> , MIT Press, 2016, ISBN: 9780262034579.
4.	Geoffrey G. Parker, Marshall W. Van Alstyne, and Sangeet Paul Choudary, <u>Platform Revolution: How Networked Markets Are Transforming the Economy--And How to Make Them Work for You</u> , W. W. Norton & Company, 2016, ISBN: 0393249131.
5.	Arvind Sathi, <u>Big Data Analytics: Disruptive Technologies for Changing the Game</u> , Mc Press, 2013, ISBN: 978-1583473801.

Additional materials and cases designed and supplied by the course teaching team.

### **2.3 Online Resources**

Interesting cases for this course include Alibaba, Tencent, Facebook, E-Bay, Amazon, Dropbox, etc. Links for online readings (e.g., Harvard Business Review) will be listed in the course site on Canvas.