City University of Hong Kong
Course Syllabus

offered by Department of Information Systems
with effect from Semester A 2022 / 2023

Part I Course Overview

Course Title:	E-Business
Course Code:	IS2505
Course Duration:	One Semester (13 weeks)
Credit Units:	3
Level:	B2
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	CB2505 E-Business
Exclusive Courses: *(Course Code and Title)*	Nil

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[#]	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%.*		100%			

[#] 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.	• *In-class discussion*: Students participate in discussions in lectures (e.g. face-to-face discussion, using digital devices). • *Recap*: In the beginning of every lecture, the lecturer will try to highlight the key topics covered in the previous lecture.	✓	✓			2 Hours/ Week
TLA2: Tutorial: The tutorial covers the managerial, analytical and technical aspects of various e-business applications.	• *Tutorial exercises*: Case studies, discussion and hands-on activities on operations function and e-business management. • *Case/Group project discussion*: Students will be given a case/project to analyze and discuss.			✓	✓	1 Hour/ Week
TLA3: Outside classroom activities: Additional help provided outside official class time.	• *Readings and Case studies*: 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. • *Online Social Media*: Online social media is leveraged to provide a platform that enables students and teachers to discuss issues related to the teaching topics anytime anywhere.		✓		✓	

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks#
	1	2	3	4		
Continuous Assessment: 60%						
AT1: Tutorial Exercises 10% is given for student's participation in terms of quality of questions, answers and student engagement for tutorial exercises and case studies.		✓			10%	
AT2: Group Project 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%	
AT3: Written Test or Assignment 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 business problems in realistic business situations.	✓				25%	

Examination: 40% (duration: one 2-hour exam)						
AT4: Final Examination Students will be assessed via the examination on their understanding of concepts learned in class, textbooks, reading materials, and their ability to apply subject-related knowledge.		✓	✓		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, E-Commerce 2021-2022, 17th Global Edition, Pearson, 2021, ISBN: 9781292409313.
2.	Foster Provost and Tom Fawcett, Data Science for Business: What You Need to Know About Data Mining and Data-Analytics Thinking, 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, Electronic Commerce 2018: A Managerial and Social Networks Perspectives, 9th Edition, Springer, 2018, ISBN: 978-3-319-58715-8.
2.	Ramesh Sharda, Dursun Delen and Efraim Turban, Business Intelligence, Analytics and Data Science: A Managerial Perspective, 4th Edition, Pearson, 2018, ISBN: 978-0134633282.
3.	Arun Sundararajan, The Sharing Economy: The End of Employment and the Rise of CrowdBased Capitalism, MIT Press, 2016, ISBN: 9780262034579.
4.	Geoffrey G. Parker, Marshall W. Van Alstyne, and Sangeet Paul Choudary, Platform Revolution: How Networked Markets Are Transforming the Economy--And How to Make Them Work for You, W. W. Norton & Company, 2016, ISBN: 0393249131.
5.	Arvind Sathi, Big Data Analytics: Disruptive Technologies for Changing the Game, 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.