ECMM 6000 — Overview of Electronic Commerce
Course Syllabus

Instructor Information

Instructor:	Colin Conrad	**Office:**	Rowe 2029
E-mail:	colin.conrad@dal.ca	**Office Hours:**	After Class
Class Meeting Time:	MW 10:05-11:25	**Room No:**	McCain 1170
Lab Meeting Time:	W 11:35-12:55	**Room No:**	Goldberg 143
Course Homepage:	https://dal.brightspace.com		
Teaching Assistants:	TBA		

Important Dates

1. Final Withdrawal Date without academic penalty: September 18, 2017
2. Thanksgiving Day (no classes): October 9, 2017
3. Final Withdrawal Date with financial penalty: October 31, 2017
4. Study Break: November 6-12, 2017
5. Assignment Deadlines: 11:55pm on September 27, October 25, November 22.
6. Class Quiz Dates: In class on October 11, November 15.
7. Final Project Deadline: 11:55pm December 5, 2017

Course Description

Electronic commerce deals with the conduct of business using computer and communication technologies. It takes place in an environment shaped by government and business policies as well as social attitudes. This class examines the issues in global electronic commerce and an understanding of the impact of the interaction and interdependencies of technology, business, and policy on electronic commerce.

Learning Outcomes

- Understand the Master of E-Commerce Program and determine desired program or career outcomes.
- Navigate a server environment and know which tools are used in its operations.
- Assess trends in software automation and other current trends in e-commerce.
- Distinguish B2C, B2B and B2G business models and common articulations of these models in the e-commerce industry.
- Create structured scripts in using the Emacs editor.
- Determine the characteristics of a business model and its implications for the business cycle.
- Automate data entry tasks using the Python programming language.
- Understand the layers of TCP/IP stack and how they support burgeoning Internet infrastructure.
- Create your own server that can communicate on ports 21 and 80.
- Assess popular e-commerce development tools and how they can benefit execution from the perspectives of technology and business.
- Use the Twitter API to retrieve and submit social media data.

- Demonstrate the common steps to secure an e-commerce website and the human factors in the site's security.
- Understand the secure credit payment process.
- Use the Git version control software to collaborate securely.
- Compare customer attraction and retention techniques in light of a sales funnel.
- Create a sales funnel model and implement it using Google analytics.
- Discuss the pros and cons of social media marketing.
- Determine how and whether social media can make a return on investment.
- Train a basic machine learning algorithm to make predictions about psychographic properties.
- Discuss the implications of machine learning and task automation on society.
- Contrast consequentialist and rights views on ethics with respect to privacy and data mining.
- Create a basic web application using Python Django
- Contrast different effective career models in e-commerce and the implications of survival bias.
- Use the Twitter API and Django to create a social media web application.
- Identify the sources of entrepreneurial support and financing in Halifax.
- Discuss future directions in the study of Human Computer Interaction and its implications for e-commerce.
- Using a machine learning algorithm and web platform, automate the task of searching for Twitter corporations.

Class Format and Course Communication

- Content will be delivered using a combination of lectures and and interactive labs.
- Students will be expected to use the Brightspace online learning management system for the purposes of retrieving content and providing deliverables.
- Students must ask the instructor permission before recording class lectures.
- Course announcements will be posted to the course mail list, which comprises the instructor's and students' Dal emails. It is the student's responsibility to check their Dal e-mail on a daily basis. To access your Dal e-mail account please see: `https://www.dal.ca/dept/its/o365/services/email.html`

Evaluation Criteria

1. Participation (10% total)
   - Current Events Presentation 5%
   - Labs Attendance: 0.5% per lab
2. Prototype Term Project (30% total)
   - Project Proposal 5%
   - Project Presentation 5%
   - Project Deliverable 20%
3. Assignments (30% total)
   - Assignment 1: Create Your Career Plan 10%
   - Assignment 2: Surviving in a Server Environment 10%
   - Assignment 3: APIs and Data Processing using Python 10%
4. In-class Quizzes (30% total)
   - Quiz 1: Chapters 1-4 15%
   - Quiz 2: Chapters 5-8 15%

Notes

- As per FGS regulations, a minimum grade of B- (70 percent) must be achieved to pass this course.
- The grade conversion scale in Section 17.1 of the Academic Regulations, Undergraduate Calendar will be used.

In-Class Quiz Requirements

- Closed book.
- No dictionaries, notes, calculators, cell phones, PDAs, talking slide rulers, or other electronic aids allowed.

Required Texts and Resources

- *E-Commerce 2017: Business. Technology. Society.* by Kenneth C. Laudon and Carol G. Traver, edition 12, Prentice-Hall, Inc., ISBN 10 0133507165, ISBN 13 978-0133507164.
- A number of additional readings will be provided weekly on Brightspace
- The lecture slides will be posted on the learning management system (Brightspace).
- Additional code assistance is available from the Student Learning Centre (2nd floor, Goldberg CS Building).

Prerequisites

Excluding special exceptions, students are required to be registered in the Master of Electronic Commerce program.

Tentative List of Topics

Date	Description	Notes
06-Sep	Week 0: Navigate the FCS Environment	
11-Sep	Week 1: Trends in E-Commerce	
13-Sep	Lab 2: Create Python Code with Emacs	
18-Sep	Week 2: E-Commerce Business Models	
20-Sep	Lab 2: Automate Data Entry with Python	
25-Sep	Week 3: Internet Infrastructure and History	
27-Sep	Lab 3: Create Your Own Server Environment	Assignment 1 due
02-Oct	Week 4: Choosing the Right Tools	
04-Oct	Lab 4: Modify tweets with Python	
09-Oct	THANKSGIVING DAY (No Classes)	
11-Oct	IN-CLASS QUIZ 1 (ON CH. 1-4)	In Class Quiz 1
11-Oct	Lab 5: Use Git to Collaborate	
16-Oct	Week 6: How to Get Customers: Online Advertising	
18-Oct	Lab 6: Prepare a Pipeline with Google Analytics	
23-Oct	Week 7: Social and Mobile Marketing	
25-Oct	Lab 7: Predict Twitter Corporations with Python	Assignment 2 due
30-Oct	Week 8: E-Commerce Security and Privacy from the Perspective of Ethics	
01-Nov	Lab 8: Build a Web Application with Django	
06-Nov	*Study Break - No Class*	
13-Nov	Week 9 - Advanced Topic: The Hockey Stick Economy: Why E-Commerce is Hard	
15-Nov	IN-CLASS QUIZ 2 (ON CH. 5-8)	In-Class Quiz 2
15-Nov	Lab 9: Build a Twitter Application with Django	
20-Nov	Advanced Topics: How to Build a Startup in Halifax	
; 22-Nov	Advanced Topics: Human-Computer Interaction & Neuro Information Systems	
22-Nov	Lab 10: Build Your First SaSS Product	Assignment 3 due
27-Nov	*Student Presentations*	
29-Nov	*Student Presentations*	No Lab Today
04-Dec	*Student Presentations*	
05-Dec	FINAL PROJECT DUE	Final Project Due

Responsible Computing Policy

Usage of all computing resources in the Faculty of Computer Science must be within the Dalhousie Acceptable Use Policies (http://its.dal.ca/policies/) and the Faculty of Computer Science Responsible Computing Policy. (https://www.cs.dal.ca/downloads/fcs_policy_local.pdf)

Culture of Respect

Every person has a right to respect and safety. We believe inclusiveness is fundamental to education and learning. Misogyny and other disrespectful behaviour in our classrooms, on our campus, on social media, and in our community is unacceptable. As a community, we must stand for equality and hold ourselves to a higher standard.

What we all need to do [1]:

1. **Be Ready to Act:** This starts with promising yourself to speak up to help prevent it from happening again. Whatever it takes, summon your courage to address the issue. Try to approach the issue with open-ended questions like "Why did you say that?" or "How did you develop that belief?"
2. **Identify the Behaviour:** Use reflective listening and avoid labeling, name-calling, or assigning blame to the person. Focus the conversation on the behaviour, not on the person. For example, "The comment you just made sounded racist, is that what you intended?" is a better approach than "Youre a racist if you make comments like that."
3. **Appeal to Principles:** This can work well if the person is known to you, like a friend, sibling, or co-worker. For example, "I have always thought of you as a fair-minded person, so it shocks me when I hear you say something like that."
4. **Set Limits:** You cannot control another persons actions, but you can control what happens in your space. Do not be afraid to ask someone "Please do not tell racist jokes in my presence anymore" or state "This classroom is not a place where I allow homophobia to occur." After you have set that expectation, make sure you consistently maintain it.
5. **Find or be an Ally:** Seek out like-minded people that support your views, and help support others in their challenges. Leading by example can be a powerful way to inspire others to do the same.
6. **Be Vigilant:** Change can happen slowly, but do not let this deter you. Stay prepared, keep speaking up, and do not let yourself be silenced.

University Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=69&chapterid=3457&loaduseredits=False

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. http://www.dal.ca/dept/university_secretariat/academic-integrity.html

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[1] Source: Speak Up! ©2005 Southern Poverty Law Center. First Printing. This publication was produced by Teaching Tolerance, a project of the Southern Poverty Law Center. Full "Speak Up" document found at: http://www.dal.ca/dept/dalrespect.html Revised by Susan Holmes from a document provided April 2015 by Lyndsay Anderson, Manager, Student Dispute Resolution, Dalhousie University 902.494.4140 lyndsay.anderson@dal.ca www.dal.ca/think.

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

`http://www.dal.ca/campus_life/student_services/academic-support/accessibility.html`

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students dont follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal mannerperhaps through a restorative justice process. If an informal resolution cant be reached, or would be inappropriate, procedures exist for formal dispute resolution.

`https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html`

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

`http://www.dal.ca/cultureofrespect.html`

Recognition of Mikmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mikmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at `elders@dal.ca` or 902-494-6803 (leave a message).

Learning and Support Resources

General Academic Support — Advising `http://www.dal.ca/campus_life/student_services/academic-support/advising.html`

Fair Dealing Guidelines `https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html`

Dalhousie University Library `http://libraries.dal.ca`