



UNIVERSITY  
OF TASMANIA

**School of Information Systems**

**Faculty of Business**

**BSA760**  
**Electronic Commerce**

**Semester 1, 2007**

**Unit Outline**

**Ian Whitehouse**

## Contact details

**Unit web site URL:** [www.utas.edu.au/infosys/](http://www.utas.edu.au/infosys/)  
**Unit lecturer:** Mr Ian Whitehouse  
**Campus:** Sandy Bay  
**e-mail:** [Ian.Whitehouse@utas.edu.au](mailto:Ian.Whitehouse@utas.edu.au)  
**Consultation hours:** By appointment, organised via email

© The University of Tasmania 2007

# Contents

1	Unit summary	4
2	Learning Outcomes and Evidences	6
3	Prior knowledge &/or skills	7
4	Generic graduate attributes	8
5	Details of teaching arrangements	8
6	Specific attendance/performance requirements	11
7	Assessment Summary	11
8	How your final result is determined	11
9	Submission of assignments	11
10	Requests for extensions	12
11	Penalties	12
12	Review of assessment and appeals	12
13	Academic referencing	13
14	Plagiarism	13
15	Learning expectations and strategies	14
16	Occupational health and safety (OH&S)	15
17	Further information and assistance	15

# 1 Unit summary

<b>Unit code</b>	BSA760
<b>Unit title</b>	Electronic Commerce
<b>Unit description</b>	BSA760 Electronic Commerce introduces students to the technologies and business processes associated with Electronic Commerce. It covers relevant standards; modes of conducting electronic commerce; commercial issues in the adoption of electronic commerce; relevant business processes and the transformational effects of electronic commerce on these business processes; social implications and future directions.
<b>Special notes</b>	None
<b>Teaching staff</b>	Ian Whitehouse
<b>Campus &amp; mode</b>	Hobart Lecture series – face to face and online (1 module per week, weeks 2-12) Workshop series – 1 workshop per week (weeks 1-13)
<b>Unit weight</b>	12.5%
<b>Teaching pattern</b>	Workshop series – 1 workshop per week (weeks 1-13)
<b>Prerequisites</b>	None
<b>Mutual exclusions</b>	None
<b>Assessment</b>	Continuous assessment – 60% Examination – 40%
<b>Required texts, etc.</b>	Turban, King, Viehland, & Lee <i>Electronic Commerce: A Managerial Perspective</i> , Prentice Hall, New Jersey 2007.
<b>Recommended reading</b>	Material as indicated by Lecturer.
<b>Further Learning resources</b>	<b>Non-text resources</b> BSA760 Electronic Commerce Web site available via WebCT/Vista, located at: <a href="http://vista.utas.edu.au/webct/entryPage.dowebct">http://vista.utas.edu.au/webct/entryPage.dowebct</a> .
	<b>Other publications</b> To be indicated by Lecturer throughout the program.

**Access to  
information  
technology**

**Hobart, IS 222 Electronic Commerce Lab, Information Systems  
Building**

Students will have access to these computer laboratories during the academic year. Proximity cards have to be used to gain access to laboratories.

**Faculty web  
site**

[www.utas.edu.au/business/](http://www.utas.edu.au/business/)

## 2 Learning Outcomes and Evidences

On completion of this unit, you should:

- a) Have knowledge of the technologies, standards and business processes utilised in the implementation of electronic commerce.
- b) Understand the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet.
- c) Be aware of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society.
- d) Be capable of developing a preliminary design for the application of electronic commerce to a particular business area.
- e) Be capable of producing professional-style reports and presentation material for various audiences.

### Assessment Evidence

**HD:** Displays excellent understanding of the technologies, standards and business processes utilised in the implementation of electronic commerce. Displays excellent understanding of the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet. Displays excellent understanding of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society. Demonstrates an extremely high capability for developing a preliminary design for the application of electronic commerce to a particular business area. Demonstrates an extremely high capability for producing professional-style reports and presentation material for various audiences.

**DN:** Displays high levels of understanding of the technologies, standards and business processes utilised in the implementation of electronic commerce. Displays high levels of understanding of the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet. Displays high levels of understanding of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society. Demonstrates a high level of capability for developing a preliminary design for the application of electronic commerce to a particular business area. Demonstrates a high capability for producing professional-style reports and presentation material for various audiences.

**CR:** Displays a good level of understanding of the technologies, standards and business processes utilised in the implementation of electronic commerce. Displays a good level of understanding of the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet. Displays a good level of understanding of the

potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society. Demonstrates a good level of capability for developing a preliminary design for the application of electronic commerce to a particular business area. Demonstrates a good level of capability for producing professional-style reports and presentation material for various audiences.

**PP:** Displays a moderate level of understanding of the technologies, standards and business processes utilised in the implementation of electronic commerce. Displays a moderate level of understanding of the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet. Displays a moderate level of understanding of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society. Demonstrates a moderate level of capability for developing a preliminary design for the application of electronic commerce to a particular business area. Demonstrates a moderate level of capability for producing professional-style reports and presentation material for various audiences.

**NN:** Inadequate evidence of understanding of the technologies, standards and business processes utilised in the implementation of electronic commerce. Inadequate evidence of understanding of the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet. Inadequate evidence of understanding of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society. Inadequate evidence of a capability for developing a preliminary design for the application of electronic commerce to a particular business area. Inadequate evidence of a capability for producing professional-style reports and presentation material for various audiences.

### 3 Prior knowledge &/or skills

- a) Students are assumed to have knowledge of organisational practices and the management of information and communication systems within this context.
- b) Students are assumed to have knowledge of appropriate referencing and citation practices, in association with University guidelines. See section “Academic Referencing” for more detailed information.
- c) Students are assumed to have the skills to produce essays, professional business reports, memos and letters and to be able to use a variety of communication forms.
- d) Students are assumed to have basic Web design and development skills.
- e) Students are assumed to have the skills to undertake independent research using a variety of sources.

## 4 Generic graduate attributes

- a) **Knowledge** - Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development
- b) **Communication Skills** - Graduates will be able to communicate effectively across a range of contexts
- c) **Problem-solving Skills** - Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems. They will have developed competencies in information literacy
- d) **Global Perspective** - Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives
- e) **Social Responsibility** - Graduates will act ethically, with integrity and social responsibility.

## 5 Details of teaching arrangements

### 5.1 Lectures/Workshops

In keeping with the University support for Flexible delivery, this unit will be delivered by two different modes.

- Lectures in Weeks 1 and 13 will be delivered in Hobart INFOSYS 211 at 1.10pm – 3.10 (Wednesdays).
- Lectures in Weeks 2 - 12 will be available online via the Course site available through WebCT/Vista.

*Note: For weeks 2 - 12, students are expected to have listened to the recorded lecture material, completed the essential readings listed on the slides, and completed the module activities **BEFORE** attending the weekly workshop.*

### 5.2 Workshops

All students are expected to attend one (1) 2-hour Workshop per week (weeks 1-13) to be held - **Hobart INFOSYS 211 at 1.10pm – 3.10 (Wednesdays)**.

*Note: Participation and the active contribution of all students in the workshop will be monitored for assessment purposes (see section Assessment Summary).*

### 5.3 Lecture and Workshop schedule

Week	Lecture Topic	Readings / Resources	Workshop Topic
1	Introduction to the Course		No Workshop
2	An Overview of Ecommerce	Turban, King, Viehland & Lee 2007 - Chapter 1 <b>plus</b> additional readings supplied by the Lecturer.	Overview of Ecommerce - Review of weekly Module exercises and additional material provided by Lecturers.
3	Ecommerce and Organisational Strategies Economics and Justification	Turban, King, Viehland & Lee 2007 - Chapters 14, 15, and 16 <b>plus</b> additional readings supplied by the Lecturer.	Ecommerce and Organisational Strategies - Review of weekly Module exercises and additional material provided by Lecturers.
4	Ecommerce Business Models Business to Consumer Ecommerce	Turban, King, Viehland & Lee 2007 - Chapters 2 and 3 <b>plus</b> additional readings supplied by the Lecturer.	Ecommerce Business Models - Review of weekly Module exercises and additional material provided by Lecturers.
5	Business to Consumer Ecommerce Internet User Demographics and Electronic Marketing	Turban, King, Viehland & Lee 2007 – Chapters 4 and 5 <b>plus</b> additional readings supplied by the Lecturer.	Business to Consumer Ecommerce - Review of weekly Module exercises and additional material provided by Lecturers.
6	Business to Business Ecommerce	Turban, King, Viehland & Lee 2007 – Chapters 6 and 7 <b>plus</b> additional readings supplied by the Lecturer.	Business to Business Ecommerce - Review of weekly Module exercises and additional material provided by Lecturers.
	Mid Semester Break	Begins Thursday 6 April to Wednesday 11 April	
7	Application Service Providers Other Ecommerce models	Turban, King, Viehland & Lee 2007 - Chapter 8 and 10 <b>plus</b> additional readings supplied by the Lecturer.	Other Ecommerce models - Review of weekly Module exercises and additional material provided by Lecturers.
8	Wireless Networking and Mobile Commerce	Turban, King, Viehland & Lee 2007 - Chapter 9 <b>plus</b> additional readings supplied by the Lecturer.	Wireless Networking and Mobile Commerce - Review of weekly Module exercises and additional material provided by Lecturers.
9	Ecommerce Payment Systems	Turban, King, Viehland & Lee 2007 - Chapter 12 <b>plus</b> additional readings supplied by the Lecturer.	Ecommerce Payment Systems - Review of weekly Module exercises and additional material provided by Lecturers.
10	Security and the Ecommerce Environment	Turban, King, Viehland & Lee 2007 - Chapter 11	Security and the Ecommerce Environment -

		<b>plus</b> additional readings supplied by the Lecturer.	Review of weekly Module exercises and additional material provided by Lecturers.
<b>11</b>	Ecommerce and the Law	Turban, King, Viehland & Lee 2007 - Chapter 17 <b>plus</b> additional readings supplied by the Lecturer.	Ecommerce and the Law - Review of weekly Module exercises and additional material provided by Lecturers.
<b>12</b>	Smart Internet technologies and the Future of Ecommerce	Turban, King, Viehland & Lee 2007 - online Appendix (Current EC Research) <a href="http://www.prenhall.com/turban">http://www.prenhall.com/turban</a> <b>plus</b> additional readings supplied by the Lecturer.	Smart Internet technologies and the Future of Ecommerce - Review of weekly Module exercises and additional material provided by Lecturers.
<b>13</b>	Exam Preparation Lecture		

## 6 Specific attendance/performance requirements

- a) For weeks 2-12, students are expected to have listened to the recorded lecture material, completed the essential readings listed on the slides, and completed the module activities BEFORE attending the weekly workshop.
- b) Participation and the active contribution of all students in their allocated workshop will be monitored for assessment purposes (see section on Assessment details).

## 7 Assessment Summary

Component	Weight/Value	Due date
Assignment 1 – Ecommerce and the Digital Divide	20% of Total	Wednesday 4 <sup>th</sup> April (Week 6)
Assignment 2 - Ecommerce for Johnson's News Agency	30% of Total	Wednesday 15 <sup>th</sup> May (Week 11)
Workshop Participation	10% of Total	Continuing weeks 2-12
Examination	40% of Total	To be advised

## 8 How your final result is determined

In order to pass a unit, the School of Information Systems expects that students:

- Achieve a total of at least 45% in the continuing assessment of the unit; and
- Achieve a total of at least 45% in the examination component of the unit; and
- Achieve a total mark of at least 50% in the total assessment of the unit.

*Note: In exceptional circumstances, the School reserves the right to adjust the above assessment rule.*

## 9 Submission of assignments

Students must submit assignments for the unit by the specified dates and times (if given), unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

Every assessment task has a due date and method of submission. These due dates and methods of submission must be adhered to.

For each piece of assessment, there will be only one method of submission. For **BSA760** all assignments are to be submitted via WebCT/Vista. No email submissions will be accepted. Students are to name their files in the following manner: <username>\_Assignment<Number>. **For example: bloggsj\_Assignment1.**

*Notes:*

*Students must take responsibility for the correct submission of their assignments. Students are expected to adhere to the following procedure for submission:*

- *Once submitted to WebCT/Vista, submitted files MUST be checked by the student to ensure that correct submission of the file has been undertaken.*
- *Students are expected to notify the Lecturer WITHIN TWO HOURS of submission if their files have not been submitted correctly.*

*Students must take responsibility for safely backing up of their own files during the academic year to ensure that no files are permanently lost.*

## **10 Requests for extensions**

**Extensions will be given only under the following conditions:**

- **Employment related issues:** Arrangements for an extension must be made with the lecturer prior to the assignment due date. Documentation from your employer is required.
- **Illness:** A medical certificate must be presented to the lecturer either prior to the due date or as soon as possible after the due date.

The lecturer of the unit will address any extraordinary extension falling outside of these criteria.

All extensions must be applied for on the appropriate form, which is available at [http://www.infosys.utas.edu.au/students/forms/asst\\_extension.pdf](http://www.infosys.utas.edu.au/students/forms/asst_extension.pdf). Verbal extensions will not be accepted.

Students should not assume that all extension applications will be granted. Students must have received confirmation of the extension by the Lecturer in order for an extension to be granted.

Any extension granted will have a new submission due date and time.

Assignments that are not submitted by the due date and time will incur the following penalties.

## **11 Penalties**

10% (of mark achieved) per day or part thereof (excluding extensions) for late submissions.

## **12 Review of assessment and appeals**

1. It is expected that students will adhere to the following policy for review of any piece of **continuous assessment**.

- a) Within 5 days of the release of the assessment result, the student should request an appointment with the Lecturer. **The student should be prepared to discuss specifically which section of the marking criteria they are disputing and why they consider the mark is inappropriate.**
  - b) Following this discussion, students may request a formal remark of the original submission (in accordance with Rule of Academic Assessment 111, clause 22.1). This remark will be undertaken, where practicable, by an alternative assessor.
2. Students under with Rule of Academic Assessment 111, clause 23 may also request a review of the **final result** in a unit. The request and payment must be made within 10 days from the date of the result notification. Students are referred to:  
<http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/RULE111.html> and  
[http://www.admin.utas.edu.au/ac\\_serv/flowchart\\_review\\_assesment.pdf](http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf)

## 13 Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for the School of Information Systems is Harvard Referencing. Students are expected to adhere to the School of Information System's preferred method of Referencing and Citation, as outlined in:

<http://www.utas.edu.au/library/assist/gpoa/gpoa2.html>.

For information on presentation of assignments, including referencing styles:

<http://www.utas.edu.au/library/assist/gpoa/gpoa.html>.

## 14 Plagiarism

While students are encouraged to discuss the assignments in this unit and to engage in active learning from each other, it is important that they are also aware of the University's policy on plagiarism. Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example downloading an essay wholly or in part from the internet, copying another student's work or using an author's words or ideas without citing the source.

<p><b>"Plagiarism</b> is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper</p>
---

acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/> "

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

It is important that you understand this statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer. Useful resources on academic integrity, including what it is and how to maintain it, are also available at: <http://www.utas.edu.au/tl/supporting/academicintegrity/students.html>.

## 15 Learning expectations and strategies

### 1.1 University Expectations

*Note: These expectations are in addition to those specified in relevant University regulations.*

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

- a) The University's Code of Conduct for Teaching and Learning states: *Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*
- b) It is expected that students will familiarise themselves with access and use of the WebCT/Vista system operated by the University for the electronic delivery of course materials, and for various forms of communication.
- c) It is expected that students will consult email sent to their University email address at least twice a week for notices relating to the administration of the unit, and for notification of the results of assignments.

- d) It is expected that students will read the background material specified in the course curriculum, will actively attend and participate in tutorials, and be prepared to discuss relevant issues arising with tutors, lecturers and fellow students.

## **1.2 Student Expectations of the Unit**

Students enrolled in this Unit may reasonably expect the following:

- a) To have all appropriate course material available electronically (on a week-by-week basis) via the University WebCT or Vista systems.
- b) To be able to contact a lecturer or tutor by electronic mail, to raise issues arising in the unit, either relating to content or student performance within the unit.
- c) Subject to availability, to be able to discuss such issues in person with the lecturer or tutor.
- d) That assignments will be marked and the marks will be returned with 3 weeks of due dates.
- e) That all relevant notices regarding the administration of the unit, including any necessary changes, will be communicated to all students enrolled in the unit via email.

*These expectations are in addition to those specified in relevant University regulations.*

## **15.1 Learning Strategies**

If you need assistance in preparing for study please refer to your tutor or lecturer. For additional information refer to the Learning Development website :

<http://www.utas.edu.au/learndev/>

If you will be using WebCT/Vista for the first time and would like some information on how to use WebCT/Vista refer to the following guide:

[http://www.utas.edu.au/coursesonline/docs/using\\_webct.pdf](http://www.utas.edu.au/coursesonline/docs/using_webct.pdf)

Some of the units you will study use videoconferencing to deliver lectures and tutorials. To enable you to get the best out of a videoconference please refer to the following guide: <http://www.its.utas.edu.au/videoconf/vcstudentguide.pdf>.

## **16 Occupational health and safety (OH&S)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:

[http://www.admin.utas.edu.au/hr/ohs/pol\\_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf)

## **17 Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/> Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

### **17.1 Help resolving concerns about this unit**

In the first instance you should contact your lecturer. If the matter is still unresolved and you would like to know who to contact or the procedures for resolving your concern refer to the following website:

[http://www.admin.utas.edu.au/ac\\_serv/complaints\\_info.html](http://www.admin.utas.edu.au/ac_serv/complaints_info.html)

The Hobart based Tasmanian University Union (TUU) or the Launceston/Burnie based Student Association (SA) may also be able to assist.

## Appendix 1 - Assessment Details

<b>Assignment 1 – Ecommerce and the Digital Divide (20% of Total Marks)</b>	
<b>Task description</b>	<p>The digital divide between developed and non-developed countries; metropolitan and regional areas; and large and smaller companies in terms of adoption of new technologies and particularly the Internet and electronic commerce is a heavily debated and frequently discussed issue. Policy makers worldwide clearly declare that the main aim of their technology diffusion strategies is the elimination of the gap between 'haves' and 'have-nots' in the cyberspace environment.</p> <p><b>Task:</b> Undertake research to produce a professional business report (supported by references) that explains the digital divide and its implications from the perspectives of:</p> <ul style="list-style-type: none"> <li>▪ developed and non-developed countries,</li> <li>▪ metropolitan and regional areas, and</li> <li>▪ large and smaller companies.</li> </ul> <p>For each of the above perspectives, provide an example of a program or strategy that has been put in place in an attempt to eliminate the apparent digital divide.</p>
<b>Task length</b>	Approximatley 2000 words
<b>Links to unit’s learning outcomes</b>	<ul style="list-style-type: none"> <li>• Have knowledge of the technologies, standards and business processes utilised in the implementation of electronic commerce.</li> <li>• Understand the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet.</li> <li>• Be aware of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society.</li> </ul>
<b>Assessment criteria / guidelines</b>	<ul style="list-style-type: none"> <li>• Ability to research and analyse business environments</li> <li>• Awareness of the advantages and limitations of Ecommerce within a specific business context.</li> <li>• Ability to provide insightful discussion on a given topic</li> <li>• Ability to produce professional business reports.</li> </ul>
<b>Due Date</b>	Wednesday 4th April (Week 6)

<b>Assignment 2 – Ecommerce for Johnson’s News Agency (30% of Total Marks)</b>	
<b>Task description</b>	<p><b>Scenario:</b> Johnson’s Newsagency is a small business situated in West Hobart. Johnson’s has provided its services to the local community since 1982.</p> <p>Johnson’s has operated successfully since its opening, and now wants to investigate the potential for integrating Ecommerce initiatives into their business.</p> <p>Johnson’s has recently contracted you to provide advice on the way in which Ecommerce tools and techniques could play a role in their business processes, and the advantages such implementations could bring to the business. Johnson’s is also interested in learning what issues their organisation should be aware of in planning for any adoption of Ecommerce.</p> <p><b>Tasks:</b> Undertake research to produce a professional business report that details the types of Ecommerce tools and techniques that may be appropriate for Johnson’s to consider. Your recommendations should be fully justified. Discuss the advantages that the recommended processes, tools and techniques could bring to the business and identify any issues that Johnson’s should be aware of when planning for Ecommerce.</p>
<b>Task length</b>	Approximatley 3500 words
<b>Links to unit’s learning outcomes</b>	<ul style="list-style-type: none"> <li>• Have knowledge of the technologies, standards and business processes utilised in the implementation of electronic commerce.</li> <li>• Understand the current modes of applying information technologies to commercial activities, and the opportunities arising from new developments in inter-organisational systems and consumer acceptance of the Internet.</li> <li>• Be aware of the potential for electronic commerce to transform business, and the effect such change can have, on organisations, individuals and society.</li> <li>• Be capable of developing a preliminary design for the application of electronic commerce to a particular business area.</li> </ul>
<b>Assessment criteria / guidelines</b>	<ul style="list-style-type: none"> <li>• Ability to research and analyse business environments</li> <li>• Ability to provide and justify appropriate recommendations for the adoption of Ecommerce tools and techniques.</li> <li>• Awareness of the advantages and limitations of Ecommerce</li> </ul>

	<p>within a specific business context.</p> <ul style="list-style-type: none"> <li>• Ability to produce professional business reports.</li> </ul>
<b>Due Date</b>	Wednesday 15th May (Week 11)

<b>Final exam (40% of Total Marks)</b>	
<b>Description / conditions</b>	Nine-hour open book examination, covering all aspects of the course material.
<b>Date</b>	The final exam is conducted by the School of Information Systems in the formal examination period. Details will be provided closer to the examination period.

## Appendix 2 - What is academic integrity?

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts.

At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

### Commonly used terms

**Attribution:** the ascribing of a work or an idea to a particular author or artist.

**Citation:** the act of directly quoting or giving intellectual credit to another person's work or ideas.

**Collusion:** “any form of joint effort, between students, or between students and other persons, intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment”. (University of Western Sydney 2000).

**Common Knowledge:** can be defined as facts known by a large number of people. These "facts" do not have to be cited.

**Group work:** can be described as “a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment”. (Newcastle University 2002).

**Legitimate collaboration:** Newcastle University describes legitimate collaboration as “any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students”.

### Paraphrasing:

1. A restatement of a text or passage in another form or other words, often to clarify meaning.
2. The restatement of texts in other words as a studying or teaching device.

**Plagiarism:** the stealing or passing off as one's own (the idea or words of another); use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source (*Webster's Third New International Dictionary of the English Language, Unabridged, p. 1728*).

**Quoting:** to place an excerpt from a source word for word into one's paper. The source must be cited, giving credit to the original author.

**Summarising:** to put someone else's concept or main ideas into one's own words.

### Appendix 3 - Common forms of academic dishonesty

- Cheating in an exam either by copying from other students or using unauthorised notes or other aids.
- Submitting, as your own, an assignment that another person has completed.
- Downloading information, text, computer code, artwork, graphics or other material from the Internet and presenting it as your own without acknowledgment.
- Quoting or paraphrasing material from a source without acknowledgment.
- Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks.
- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.
- 

From: James R, McInnis, C and Devlin, M (2002)  
*Assessing Learning in Australian Universities*  
Centre for the Study of Higher Education - University of Melbourne  
Viewed 29 December 2002  
<<http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html>>

Using words, ideas, computer code, or any work by someone else without giving proper credit is academic dishonesty. Academic dishonesty is often referred to as plagiarism or cheating.



When you use information from a source, you must cite it.

## Appendix 4 - How to achieve and maintain academic integrity

### Utilise the right sources

In order to articulate your ideas, defend your own argument and refute counter-arguments, you will need to identify the most appropriate sources of material to help you. In order to identify the most appropriate material you will need to evaluate your research results.

### Start writing

The next step in the process is to document the validity of your position, and crediting those whose work you have used to establish your position. To do this you will need to apply the appropriate referencing style for your discipline to your work. If you are not sure what style you should be using check with your tutor or your unit outline.

The University also provides a list of preferred text referencing system for undergraduate students at

[http://www.utas.edu.au/staff/tl/policies/School\\_referencing\\_system\\_table.htm](http://www.utas.edu.au/staff/tl/policies/School_referencing_system_table.htm)

When you begin writing your assignment/project report you must give credit to the sources for the ideas you are using. There are standard ways to properly integrate sources into your assignment. They include:

- *Direct quotes* – This is when you place an excerpt from your source word for word into your paper. The source must be cited, giving credit to the original author.
- *Paraphrasing* – This means to restate a passage from your source in your own words. The source and author of the passage you paraphrase must be cited.
- *Summarising* – When you summarise the key concept or main idea from someone else's work in your own words, you must give credit for summarised ideas to the original source.

### More information on writing skills

Developing your own writing style is an important part of good scholarship. For information and assistance on essay writing go to the Learning Development website at <http://www.utas.edu.au/learndev/essays.html>



Remember that when you use a direct quote, paraphrase or summarise to not only provide the in-text reference but also provide a full reference in your reference list.

## **Appendix 5 - What happens if I don't maintain academic integrity?**

While studying at University you are expected to submit work that is your own. This does not mean that you can't use other people's ideas to support your own or to enhance your argument. What it does mean is that you are required by the University to acknowledge the source of those ideas as in text references in your assignments and the setting out of a list of references or a bibliography at the end of your assignment, acknowledging all sources utilised.

The academic tradition, on which Australian universities are founded expects that all scholarly efforts undertaken be done so in keeping with the rules of attribution. This means that all material that is submitted or presented for assessment that contains work other than your own, must be attributed to its source.

Failure to do so constitutes academic dishonesty (plagiarism). It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

Ordinance 58: Student Discipline outlines the process for initiating formal discipline procedures for academic/general misconduct matters.

<http://www.utas.edu.au/universitycouncil/legislation/ord58.pdf>

You should also refer to any policies and procedures specific to your Faculty/School.