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American Public University System

The Ultimate Advantage is an Educated Mind

School of Science and Technology
ITMG630 – Project Management for e-Business
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite(s): None

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Instructor Information

Instructor:
Email:
Phone:
Office Hours:

Course Description (Catalog)

e-Business projects have become even more commonplace than the neighborhood bowling alley; e-Business development timelines have shrunk dramatically while costs have increased significantly. While traditional IT project managers have filled the gap, it should be recognized that e-Business introduces challenges over and above that of traditional IT project management. This course is a study of the project management framework related to e-Business, it includes: strategic planning, risk management, web content management, customer relationship management, security and privacy management, web usability, agile application development, application deployment, search engine optimization (SEO), Internet marketing, and vendor management.

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Course Scope

This course utilizes an Information Systems Project Management Taxonomy to provide the student with an integrated theoretical and practical perspective of technology and information systems as process and functional components of an organization. Electronic commerce (EC) describes the manner in which transactions take place over the Internet. Students will learn that EC is not just about buying and selling; it is also about electronically communicating, collaborating, and discovering information known as e-business. Students will be exposed to Web-based businesses and the emergence of Web 2.0 technologies, as well as, social and enterprise networks, which expanded the boundaries of e-commerce. The purpose of the course is to learn EC, how it is being conducted and managed, as well as to assess its major opportunities, limitations, issues, and risks.

Course Objectives

A successful student will fulfill the following learning objectives:

1. Examine the phases, methodologies, and processes in the e-Business project lifecycle
2. Demonstrate understanding of Internet retailing and Business-to-Business e-commerce
3. Appraise the techniques and tools to implement effective web content management
4. Evaluate strategies for accomplishing search engine optimization
5. Analyze the principles and criteria for maximum web usability
6. Assess the legal issues and the global impact of project management in e-Business
7. Examine the principles of configuration management, and the strategies to assess and implement emerging tools and technologies

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week** and include Forum questions (accomplished in groups through a threaded discussion board), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Turban, E., King, D., Lee, J., Liang, T., & Turban, D. (2012). *Electronic Commerce: A managerial Perspective and Social Networking Perspective.* New Jersey: Pearson Education, Inc. ISBN: 978-0-13-214538-1

Blackley, J. A., Peltier, J., & Peltier, T. (2003) Information Security Fundamentals. Auerbach Publications, (6th ed.)   ISBN: 0849319579/978-0849319570

Evaluation Procedures

Course Requirements: Your final grade will be based on the following course requirements and percentages:

Course Requirement	Percent
1. Forum Activities - 8 discussion boards (3 pts each)	32
2. Weekly Assignments - 7 assignments (3 pts each)	21
3. Outline #1 and Project/Paper #1 – 1 Outline (1pt) Paper (22 pts)	23
4. Outline #2 and Project/Paper #2 – 1 Outline (1pt) Paper (23 pts)	24
Total	100

Submit assignments to your student folder, and make sure you select the correct assignment association. Please name your submitted document with your last name as the first part of the file name. For example, Assignment #1 could be named, Lastname_Assignment1.doc. Discussion Forum answers only need to be posted on the discussion board. It is not necessary to submit a word document containing your forum postings.   Simply submit your discussion posts using the submit button and I will review them and update your assignment grade accordingly.

Assignment Requirements

This course has a strong writing component. The goal is to organize, synthesize, and demonstrate your comprehension of core concepts investigated during this course by applying a combination of the terms, concepts, and details you have learned in a systematic way. As important as "the details" that you analyze and arrange in your writing, however, are the conclusions you draw from those details, and your predictions, responses to, and ultimate interpretation of those details.

Assignments are due by Sunday 11:55 p.m. ET of the week in which they are assigned. If you need an extension, please contact me via email to discuss your circumstances. **Assignments submitted late without prearranged extension will be subject to a 10% per day late penalty. For example, if you post a late assignment 1 day after the due you will receive a 10% penalty. If the assignment is submitted two weeks after the due date you will receive an**

additional 10% resulting in a 20% deduction in the grade. Please pay attention to the assignment due dates to avoid having points deducted from your grade. No late assignments will be accepted after the last day of the course.

FORUM ACTIVITIES:

During the 8 weeks of this course, you will participate in a Forum activity. Each Forum activity will consist of one or more threads/topics. The assignments may involve discussion or debate. The questions are designed to allow you to apply what you have learned in the chapter to real-world scenarios or hypothetical, but realistic, situations. Post your answers and reponses to the questions in each thread prior to **11:55 p.m. ET on Sunday at 11:55 pm. It is strongly advised that you do not wait until Sunday to post your answers. You are required to respond to at least two of your classmates post by 11:59. By waiting until Sunday to post might not give you proper time to respond by the deadline.** Please do not be late with this post because your classmates will be relying on you to post on time.   Read your classmates' responses and post at least **two** follow-up messages to your classmates' posts in **each** thread prior to **11:55 p.m. ET on Sunday.** Some threads may require you to post more than two replies, so make sure you read the directions carefully. Of course, you may always post more than the required number of replies and you are encouraged to continue participating in the discussion even after you have met the minimum number of posts required. Your Forum participation will be considered at the end of the semester if your grade is on the borderline. Borderline grades will only be rounded up if you have exceeded the minimum requirements on the Forum and shown insight and critical thinking in all of your posts and replies. Your follow-up posts must contain substance and should add additional insight to your classmates' opinions or challenge their opinions. It is never sufficient to simply say, "I agree with what you wrote" or "I really liked your post." You must use your follow-up posts as a way to continue the discussion at a high level of discourse. Be sure to read the follow-up posts to your own posts and reply to any questions or requests for clarification, including questions posted by your professor. You will be expected to log into the classroom several times each week to participate in the class discussion. Forum postings are a large part of your grade and I will be looking for quality and depth in your postings. I will also expect you to list your references at the end of each post. References should be in APA citation format.

PROJECTS PAPERS:

You will be required to write two projects this semester. Details on the projects will be listed under the assignments section. General specifications are as follows:

1. You must write two 12-16 page papers on project management e-commerce topics. TOPICS MUST BE APPROVED.

2. Project #1 is due at the end of week 4

3. Project #2 is due at the end of week 8.

4. In addition to the 12-16 pages of the paper itself, you must include a title page and a references page. Your title page must include the title of your paper, the date, the name of this course, your name, and your instructor's name.

5. Your references page must be written in APA citation style Arial 11 or 12-point font or Times New Roman styles. **You must cite a minimum of ten (10) outside sources.**

6. Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations

7. Your paper must be in your own words, representing original work. Paraphrases of others' work must include attributions to the authors. **Limit quotations to an average of no more than 3-5 lines, and use quotations sparingly!** It is always better to paraphrase than to directly quote.

8. Papers must be submitted to www.turnitin.com for review.   PAPERS WITH AN ORIGINALITY REPORT FROM TURNITIN OVER 15% OR OVER 2% FROM A SINGLE SOURCE WILL RESULT IN A SIGNIFICANT POINT REDUCTION.

PER THE STUDENT HANDBOOK, YOU CANNOT SUBMIT A PAPER THAT HAS BEEN SUBMITTED IN ANOTHER COURSE.

Grading Scale

Please see the **student handbook** to reference the **University's grading scale**.

Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Introduction to E-commerce	• Examine the phases, methodologies, and processes in the e-Business project lifecycle • Demonstrate understanding of Internet retailing and Business-to-Business e-	Turban, Ch 1-2	**Week 1 Forum Assignment #1**

		commerce		
2	Internet Consumer Retailing	• Examine the phases, methodologies, and processes in the e-Business project lifecycle • Demonstrate understanding of Internet retailing and Business-to-Business e-commerce • Appraise the techniques and tools to implement effective web content management	Turban, Ch 3-4	**Week 2 Forum Assignment #2 Paper Outline #1**
3	Business-to-Business E-commerce	• Demonstrate understanding of Internet retailing and Business-to-Business e-commerce • Evaluate strategies for accomplishing search engine optimization • Assess the legal issues and the global impact of project management in e-Business	Turban, Ch 5-6	**Week 3 Forum Assignment #3**
4	EC Models and Applications	• Demonstrate understanding of Internet retailing and Business-to-Business e-commerce • Appraise the techniques and tools to implement effective web content management • Evaluate strategies for accomplishing search engine optimization	Turban, Ch 7-8	**Week 4 Forum Assignment #4 Paper #1**
5	Web 2.0 Environment	• Appraise the techniques and tools to implement effective web content management • Evaluate strategies for accomplishing search engine optimization • Examine the principles of configuration management, and the strategies to assess and implement emerging tools	Turban Ch. 9-10	**Week 5 Forum Assignment #5 Paper Outline #2**

		and technologies		
6	EC Support Services	• Examine the phases, methodologies, and processes in the e-Business project lifecycle • Demonstrate understanding of Internet retailing and Business-to-Business e-commerce • Assess the legal issues and the global impact of project management in e-Business	Turban, Ch11-12	**Week 6 Forum Assignment #6**
7	EC Strategy	• Demonstrate understanding of Internet retailing and Business-to-Business e-commerce • Appraise the techniques and tools to implement effective web content management • Analyze the principles and criteria for maximum web usability	Turban, Ch 13-14	**Week 7 Forum Assignment #7**
8	EC Implementation	• Demonstrate understanding of Internet retailing and Business-to-Business e-commerce • Evaluate strategies for accomplishing search engine optimization • Examine the principles of configuration management, and the strategies to assess and implement emerging tools and technologies	Turban, Ch 15-16	**Week 8 Forum Paper #2 Final Exam**

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Policies

Please see the **student handbook** to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Assignments submitted late without prearranged extension will be subject to a 10% per day late penalty. For example, if you post a late assignment 1 day after the due you will receive a 10% penalty. If the assignment is submitted two weeks after the due date you will receive an additional 10% resulting in a 20% deduction in the grade. Please pay attention to the**

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Turnitin.com:*** **Turnitin.com** is a tool to improve student research skills that also detect plagiarism—it is available in the classroom. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Web Resources

How Businesses are Using Web 2.0: A McKinsey Global Survey
http://www.mckinseyquarterly.com/How_businesses_are_using_Web_20_A_McKinsey_Global_Survey_1913

Is the B2B Marketplace Utilizing Online Video, Social Networks and Wikis?
http://www.newmedia.org/articles/is-the-b2b-marketplace-utilizing-online-video-social-networks--wikis.html

Tavani, H.T. "Computer Ethics and Social Responsibility: A Bibliography"
http://cyberethics.cbi.msstate.edu/biblio/

15 Noteworthy Websites That Changed the World
http://www.bspcn.com/2010/03/15/15-noteworthy-websites-that-changed-the-internet/

Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Graduate Level 600+	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNNIG LEVEL 1	
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject	The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of	

	concepts in a logical sequence.	matter knowledge.	requirements in this area.	ideas.	
CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to	

	logical sequence. Student uses at least of 5-7 references in assignment.			review and revise the assignment.	
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	

TOTAL POINTS					