

University of Phoenix – Philadelphia
EBUS 405 – eBusiness Technologies
Course Syllabus

Section

PHL-50017; 07/28/2004 - 08/25/2004

Meeting Times

Mondays 6 – 10 pm, 07/28/2004 - 08/25/2004 : University of Phoenix Campus, Wayne, PA
If a class is canceled, you will be notified by e-mail as to how to proceed with workshops and assignments.

Course Description

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

Required Texts

All materials can be found on rEsource, which can be accessed through the University of Phoenix eCampus Web site.

Facilitator

Sergio Carbone is a systems consultant. His specialty is in N-tier client server systems delivered most often to Internet or Windows based clients. He regularly designs and delivers cross-platform systems for most platforms OS/390, OS/400, UX/AIX, and Windows. Sergio has designed multi-million dollar infrastructures and directed large-scale development efforts. He is well versed in many hot issues such as computer security, legal aspects of software development, and electronic commerce. Routinely, Sergio is asked to be a key speaker on technology at private corporate conferences, public computer user groups, and trade associations. Well-known companies like AstraZeneca, General Motors, Merck & Co., Motorola, Penn Engineering, Penn Mutual, and TV Guide, request Sergio's assistance with their development efforts and architectural plans, as well as for his views on industry trends.

Contact Information

Phone: (610) 888-1650 Email: sccarbone@hotmail.com

Availability

Email when possible, but appointments can be made if needed, and there will be a limited time after each class

Letter Grades

A	A-	B+	B	B-	C+	C	C-	D+	D	F
100-95	94-91	90-87	86-83	82-79	78-76	75-73	72-70	69-67	66-65	< 65

Please refer to the University Catalog for definition of Letter Grades and Quality Points.

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ASSIGNMENTS	PERCENT
Individual (70%)	
Weeks 2-4 are worth 20 points each	60%
Participation (All Workshops)	10%
Learning Team (30%)	
Study Group Assignments 1-3 are worth 5 points each and week 4 is worth 15 for work products and participation as determined from the study group log.	30%
Total	100%

Assignments

Unless stated otherwise, all assignments made in this course are to be turned in. Combine all of the assignments due on a given date into a single email that is sent no later than 11:59 pm the night they are due. Unless stated otherwise, all assignments are due the class meeting following the date they are assigned. Assignments that are late are subject to a 1 point per day penalty. Assignments will not be accepted more than one (1) week late, unless arranged with the instructor *prior* to their due date. Students are required to carbon copy (cc) their own email address when they submit assignments. In the event of an email delivery issue your carbon copy is proof of your timely submission.

All written assignments must be typed (double spaced), and prepared according to APA format. They must be proofread and corrected for grammatical, spelling and typographical errors. Written assignments will be evaluated on the basis of content and organization (70%), spelling and grammar (15%), and format and style (15%).

Oral presentations will be evaluated on the basis of content and organization (50%) and on the quality of the presentation, including clarity, style and the effective use of visual aids.

Students are encouraged to use appropriate software to prepare assignments.

In a case where there is a conflict or contradiction between an assignment on the Web Site and the assignment in this Syllabus, the assignment in this Syllabus will be considered the correct one

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Course Standards

The University's teaching/learning model specifies that in preparation for each course, candidates must satisfy all prerequisites. During the course, the participants must achieve certain specified learning outcomes in order to meet the course objectives. Assignment grades depend on the accomplishment of those objectives. All assignments are evaluated on the basis of achievement, not on effort, although overall effort in the course may be considered in the final grading.

Individual participation is required of each participant for the successful completion of the course. Each participant must demonstrate familiarity with the assignments, and must be able to demonstrate the ability to transfer information into practice. Points for classroom participation are dependent on your presence in the classroom, and your active participation in classroom activities.

The University expects each student to maintain high standards of honesty and ethical behavior. All assignments must reflect the individual's own original effort. It is assumed that students will perform professionally in preparing work for this class. All assignments must be complete, as outlined in the Learning Module. Partially completed assignments will not be accepted.

Participation

Classroom participation will be graded, for each weekly workshop, based on the instructor's evaluation of each participant's preparedness, active participation, and on the relevance and applicability to the University setting of each participant's contribution.

Attendance is the minimum requirement and will be graded as a "C." Active participation will be graded in the range of "B" to "A," depending on the quantity and quality of the participation. This means *asking* questions, *responding* to questions by the instructor and/or other students, *volunteering* for presentations and demonstrations, *contributing* examples and insights from past experience or other learning situations, and other such classroom contributions. This type of participation is critical for an adult learning situation, and benefits all class members.

Participation is also based on attendance at all LT meetings and a peer evaluation of each team member, done by all other team members.

Attendance

The University of Phoenix teaching model requires mandatory attendance for the entire session of all classes. One absence, with proper notification and valid reason, will be allowed. Students must notify the faculty member, in advance. **NO SECOND ABSENCE IS ALLOWED**. In the event of a second absence, you will not be allowed to continue with this course. This is University policy, and beyond the discretionary authority of the instructor.

Students are required to review the class assignments found in Student materials located on the University's Web Site for this course and group.

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Writing Assistance

Written communication is used as a measure of intelligence in the work world. This is true because written words can be reexamined, reevaluated and carefully considered. For these reasons, the University of Phoenix places a high level of importance on student writing. Students can submit all written assignments to the University of Phoenix Writing Lab for evaluation and writing assistance. Email your work to WRITINGLAB@UOPHX.EDU, and your evaluation will be returned to you within forty-eight (48) hours. You may submit material to the lab twenty-four (24) hours a day.

Learning Teams

Teamwork is an essential part of the work world. Learning Teams are an essential part of the academic experience for students. In addition to providing a supplemental learning environment for the mastery of content, they provide an opportunity for the student to develop and refine teamwork skills.

Students are expected to determine the location for that week's learning team meeting during the class session. The instructor must approve the location as appropriate and conducive to learning.

During the first learning team meeting, the students should collaborate together to complete the Learning Team Charter Form. This exercise will help the team plan for the effective achievement of team task, establish ground rules, and minimize conflict in the team process. Team members should sign indicating that they assisted in the preparation of the form. Each team member should receive a copy of the Charter, and a copy should be submitted to the Instructor, the evening of the second class.

Each team must complete a weekly Learning Team Log that documents each member's attendance at the meeting. Non-attendance, or attendance for less than the required scheduled time, will be considered during the grading process. Non-attendance, or insufficient attendance, may result in a "directed" withdrawal from the course, with a grade of "W" resulting.

Teams must complete one unified Meeting Log, indicating the entire team's meeting activity for that week, and signed by all attending team members. Each member should sign the log at the learning team meeting, not the evening of the next workshop. One (1) copy is to be delivered to the instructor at beginning of the next class. A team member should maintain a copy.

INDIVIDUAL ASSIGNMENTS

Week One

1. Complete assignments posted on the rEsource course page.
2. Discussion Question(s):
 - a. What are the major technical advances in the use of the Internet since its beginning?
 - b. What are the major cultural advances in the use of the Internet since its beginning?
 - c. How is the World Wide Web different than the Internet?

Week Two

1. Discussion Question(s):
 - a. What are the functions of each layer of the OSI model for the Internet?
 - b. What is the importance of packets on the Internet?
 - c. Will FTP continue to be a tool on the Internet?
2. Write a 2-3-page (350 words per page) paper describing the use of the Internet in your company or organization. If your company does not use the Internet, describe another company on the Internet. Address the following issues:
 - a. Is the Internet used for advertising?
 - b. Is the Internet used for internal and external information dissemination?
 - c. Is the Internet used for market research?
 - d. Is the Internet used for value added services?
 - e. Is there any apparent tie-in with the company's tactical or strategic plans?

Week Three

1. Discussion Question(s):
 - a. What are the distinctions between Internet, Intranet, and Extranet?
 - b. What are the processes for accessing company databases using an Intranet?
 - c. What are the processes for accessing company databases using the Internet?
 - d. What are the processes for accessing company databases using an Extranet?
2. Write a 2-3-page (350 words per page) paper in which you make suggestions for improving the Web site for your business.

Week Four

1. Discussion Question(s):
 - a. What is appropriate security on an Intranet?
 - b. What is appropriate security on the Internet?
 - c. What is appropriate security on the Extranet?
2. Write a 2-3-page (350 words per page) paper describing your company's Intranet. Include how the information is laid out and what security measures are in place to protect your company's information. If your company does not have an Intranet, describe another company's Intranet or propose how an Intranet would work in your company.

Week Five

1. Discussion Question(s):
 - a. How will streaming audio and video change the work environment?
 - b. Explain if the Internet will converge with the communication industry?
 - c. Explain if the Internet will converge with the entertainment industry?
 - d. What is beyond the Internet?
2. Complete a Learning Team Evaluation.

LEARNING TEAM ASSIGNMENTS

Description

Learning teams are to create and present an Internet plan for a small business of their choice. The business may be a proposed business or an existing business that does not have an Internet presence.

Objective

Create an Internet plan for a small business.

Standards

Refer to “Standards for Written Work” and “Standards for Presentations” in your Program Handbook, which can be accessed through the University of Phoenix eCampus Web site.

Meeting One

1. Create a Learning Team Charter.
2. Select a small business to implement an Internet plan. The description should include products, services, operations, and organization.

Meeting Two

1. Determine how the Internet could be used for the following:
 - a. How the Internet can be used for communication. A minimum of two URLs should be included as example sites using similar communication strategies.
 - b. How the Internet can be used to market the business. A minimum of two URLs should be included as example sites using similar marketing strategies.
 - c. How the Internet can be used to enhance customer service. A minimum of two URLs should be included as example sites using similar marketing strategies.

Meeting Three

1. Determine how the Internet could be used to provide general information for net surfers. Include two URLs as example sites providing general information to net surfers by a company.
2. Include answers to the following:
 - a. How will the Internet be used as a repository for company information?
 - b. How is the Internet used to order from suppliers?
 - c. How can the Internet be used to link other business partners?
 - d. What Internet security issues exist for the business?
 - e. How is the Internet used to do research for the business? Include five URLs as sites with pertinent information that would be useful to the business.

Meeting Four

1. Integrate all meeting assignments and submit a 10-12-page (350 words per page) paper and a Microsoft PowerPoint presentation of the project.

Study Group Evaluation Form

Group Number PHL-50017 **Date** 08/25/2004
Course Number EBUS 405 **Faculty Member** Sergio Carbone

In completing this form, do not identify yourself in any way. In the space below, list the names of each member of your study group, ***including yourself***. Then use the following scale to rate how effectively each member of the group, including yourself, contributed to the project assigned in this course.

Using the following scale, circle a number between one and five beside each name.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>							
<i>No</i>	<i>Slight</i>	<i>Moderate</i>	<i>Significant</i>	<i>Outstanding</i>							
<i>Contribution</i>	<i>Contribution</i>	<i>Contribution</i>	<i>Contribution</i>	<i>Contribution</i>							
Name	Rating				Name	Rating					
_____	1	2	3	4	5	_____	1	2	3	4	5
_____	1	2	3	4	5	_____	1	2	3	4	5
_____	1	2	3	4	5	_____	1	2	3	4	5

Now, objectively evaluate the group’s performance on the following questions. Attempt to rate without regard to positive or negative feelings that you may have for individual members. Using the following scale, circle one number as your response to each question:

1- Not At All Effectively 2-Not Very Effectively 3-Somewhat Effectively 4-Effectively 5-Very Effectively

How effectively did members of the study group:

1. Make individual contributions that helped the group accomplish its goal? 1 2 3 4 5
2. Maintain an atmosphere in which each member could contribute to the group? 1 2 3 4 5
3. Remain focused on important issues during group discussions? 1 2 3 4 5
4. Search for alternative points of view or compromise within the group? 1 2 3 4 5
5. Deal with and resolve conflict within the group? 1 2 3 4 5
6. Contribute to the group’s written outcomes? 1 2 3 4 5
7. Contribute to the group’s oral presentation? 1 2 3 4 5

What changes, if any, would you like to see in your study group? (Write on back)