

**COURSE MAM2110: E-COMMERCE 2****Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** MAM1040: E-commerce 1**Description:** Students will enhance their understanding of e-commerce as a marketing strategy and design an e-commerce Web site with special effects and additional content to attract customers and increase their satisfaction.**Parameters:** Access to a computer workstation, word processing and Web site design software, and the Internet. Free or shareware packages that assist in Web site design are available.**Supporting Courses:** INF1030 Word Processing 1, INF2130 Multimedia Authoring 1, INF2060 Electronic Publishing 1, ENT2030 Marketing the Venture**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• describe strategies that attract customers to an e-commerce Web site</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a report comparing the strategies that e-commerce Web sites use to attract customers, including:               <ul style="list-style-type: none"> <li>– Web site improvements that incorporate additional content and add special effects</li> <li>– providing superior customer service</li> <li>– registering with search engines</li> <li>– forming strategic partnerships</li> <li>– providing secure payment systems.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: E-commerce 2 (MAM2110-1)</i></p> <p><i>Standard</i>  <i>Rating of 3 for the applicable task in the Assessment Guide</i></p>	<p>15</p>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• describe ethical issues, security threats and current legislation related to e-commerce</li> <li>• analyze features of effective e-commerce Web sites</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a report that investigates examples related to an e-commerce Web site involving:               <ul style="list-style-type: none"> <li>– ethical issues</li> <li>– security threats</li> <li>– legislation and tort law.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: E-commerce 2 (MAM2110–1)</i></p> <p><i>Standard</i>  <i>Rating of 3 for the applicable task in the Assessment Guide</i></p> <ul style="list-style-type: none"> <li>• an analysis of the content and design/technical features observed in at least three effective e-commerce Web sites.</li> </ul> <p><i>Assessment Tool</i>  <i>Research Process: Features of Effective E-commerce Web Sites (MAM2110–2)</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	<p>10</p> <p>15</p>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• design an e-commerce Web site with special effects and additional content</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• a description of the proposed e-commerce Web site</li> <li>• a storyboard that outlines the page layout and navigation links, including:               <ul style="list-style-type: none"> <li>– special effects, such as pictures, photographs, graphics, sound, multimedia (audio, animation), navigation menus, bars and links (text, icon, banner ads)</li> <li>– additional content, such as e-mail contact, detailed product information for one product/service, policies for privacy and security, What’s New, and five frequently asked questions</li> </ul> </li> <li>• the development of the Web site, using available software, that incorporates all required features and demonstrates effective principles of Web site design</li> <li>• a test and presentation of the e-commerce Web site, including reviewers’ comments</li> <li>• an outline of recommended changes to the Web site</li> <li>• the publishing of the e-commerce Web site, which incorporates planned changes.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: E-commerce Web Site</i>  <i>Evaluation (MAM2110–3)</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	<p>50</p>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• apply, consistently, appropriate workstation routines</li>   <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> <li>• demonstration of appropriate workstation routines.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Checklist: Workstation Routines and Management (INFWRKSTN)</i></p> <p><i>Standard</i>  <i>Rating of:</i>            3 – <i>Workstation Routines</i>            3 – <i>File Management</i>            3 – <i>Time Management/Organization</i>            3 – <i>Professionalism</i></p> <ul style="list-style-type: none"> <li>• observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p>	<p>10</p> <p>Integrated throughout</p>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

Concept	Specific Outcomes	Notes
<p>Strategies for Attracting Customers</p> <ul style="list-style-type: none"> <li>• Web Site Improvements</li> <li>• Providing Superior Customer Service</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• outline Web site improvements that encourage customers to visit the e-commerce Web site, including:               <ul style="list-style-type: none"> <li>– additional content</li> <li>– special effects</li> <li>– navigation methods</li> </ul> </li> <li>• identify how Web sites can provide superior customer service, including:               <ul style="list-style-type: none"> <li>– keeping the Web site up-to-date</li> <li>– indicating “What’s New”</li> <li>– providing detailed product information; e.g.,                   <ul style="list-style-type: none"> <li>• side-by-side charts comparing the company’s products to its competitors’ products</li> <li>• a database allowing online shoppers to investigate products in depth; e.g., nutritional information, specifications, diagrams, blueprints</li> <li>• showing products in a favourable light; e.g., animated slide shows, movie clips of products in action, links to favourable reviews in online magazines, customers’ testimonials, articles</li> </ul> </li> <li>– providing the ability to trace the status of orders—in-house database or connect to shipper’s database</li> <li>– establishing and/or refining company policies for returns, security and privacy</li> <li>– providing access to staff e-mail addresses to route customer questions to correct departments</li> <li>– using mailing lists to send copies of one message to numerous customers or employees; e.g., flag problems, share good news</li> <li>– providing incentives (added value) for customers to buy or register through the Web site; e.g., sales, discounts, quizzes, contests</li> <li>– providing the option to customize the home page</li> <li>– providing links to free information; e.g., current news, stock prices</li> </ul> </li> </ul>	<p>Additional content:</p> <ul style="list-style-type: none"> <li>• e-mail contact</li> <li>• detailed information for products/services</li> <li>• policies for privacy, security and terms of business (such as returns, credit)</li> <li>• “What’s New”</li> <li>• frequently asked questions (FAQ’s)</li> <li>• news releases</li> <li>• registration form.</li> </ul> <p>Special effects:</p> <ul style="list-style-type: none"> <li>• pictures</li> <li>• photographs</li> <li>• graphics</li> <li>• sound</li> <li>• audio</li> <li>• animation</li> <li>• video clips</li> <li>• 3-D graphics</li> <li>• 3-D animation.</li> </ul> <p>Navigation methods:</p> <ul style="list-style-type: none"> <li>• menus</li> <li>• bars</li> <li>• links; e.g., text, icon, hover button, image map, banner ad.</li> </ul>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

Concept	Specific Outcomes	Notes
<p>Strategies for Attracting Customers (continued)</p> <ul style="list-style-type: none"> <li>• Registering With Search Engines</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify possible search engines/directories</li> <li>• list necessary steps to register the Web site with search engines and directories, including:               <ul style="list-style-type: none"> <li>– reading individual search engine rules</li> <li>– entering the Web site address at the search engines of choice</li> <li>– entering Web site details</li> <li>– submitting the Web site (doorway page)</li> <li>– keeping records of the submission</li> </ul> </li> <li>• outline strategies to help place the Web site in a high ranking order within search engines, including:               <ul style="list-style-type: none"> <li>– selecting keywords/phrases that:                   <ul style="list-style-type: none"> <li>• people are likely to use in searching for the Web site</li> <li>• indicate why the Web site is unique</li> </ul> </li> <li>– arranging keywords/phrases in order of importance (Meta tags)</li> <li>– using keywords in the title and description (first 200 words)</li> <li>– avoiding blatant self-promotion</li> <li>– not repeating keywords (using synonyms and complementary words/phrases and plurals)</li> <li>– creating several descriptions of the Web site (fewer than 5, 25, 50 words)</li> <li>– forming strategic partnerships with complementary Web sites</li> </ul> </li> </ul>	<p>Note: Typically, only the first 30–50 listings are viewed by customers.</p> <p>Doorway pages, used by search engines, indicate a Web site's:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• description</li> <li>• keywords.</li> </ul>



**COURSE MAM2110: E-COMMERCE 2 (continued)**

Concept	Specific Outcomes	Notes
<p>Ethical Issues and Security Threats Related to E-commerce</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• outline examples of how an e-commerce Web site could deal with ethical issues and other challenges, such as:               <ul style="list-style-type: none"> <li>– unsolicited mail</li> <li>– online activism</li> <li>– access for people with disabilities</li> </ul> </li> <li>• describe security threats, such as the following and potential solutions:               <ul style="list-style-type: none"> <li>– virus attacks</li> <li>– password guessing</li> <li>– credit card fraud</li> <li>– spoofing (intruder appears to be someone else)</li> <li>– denial of service attacks (crashing system, using up resources, flooding network with bogus requests)</li> <li>– sniffing (grabbing passwords by monitoring network traffic)</li> <li>– operating system exploitation (bugs or known flaws that allow entry).</li> </ul> </li> </ul>	<p>Canadian legislation relating to the Internet and e-commerce:</p> <ul style="list-style-type: none"> <li>• <i>Personal Information and Electronic Documents Act (PIPEDA)</i> laws.justice.gc.ca/en/p-8.6/93196.html</li> <li>• <i>Privacy Act</i> laws.justice.gc.ca/en/P-21/index.html</li> <li>• <i>Copyright Act</i> laws.justice.gc.ca/en/C-42/index.html</li> <li>• <i>Competition Act</i> laws.justice.gc.ca/en/C-34/index.html</li> <li>• <i>Telecommunications Act</i> laws.justice.gc.ca/en/T-3.4/index.html</li> </ul>
<p>Legislation and Tort Law Related to E-commerce</p>	<ul style="list-style-type: none"> <li>• summarize key features of legislation and tort law that impact e-commerce, including:           <ul style="list-style-type: none"> <li>– digital signatures</li> <li>– electronic contracts</li> <li>– false advertising</li> <li>– intellectual property law</li> <li>– copyright</li> <li>– patents</li> <li>– trademarks and domain registration</li> <li>– misrepresentation</li> <li>– licensing</li> <li>– defamation</li> <li>– bait advertising</li> <li>– endorsements and testimonials</li> <li>– guarantees and warranties.</li> </ul> </li> </ul>	<p>Alberta legislation:</p> <ul style="list-style-type: none"> <li>• <i>Personal Information Act</i> www.psp.gov.ab.ca</li> <li>• <i>Freedom of Information and Protection of Privacy Act</i> http://www.qp.gov.ab.ca/documents/acts/F25.cfm</li> <li>• Alberta Regulation 81/2001 Internet Sales contract Regulation (<i>Fair Trading Act</i>)</li> </ul> <p>For further links to legislation, refer to the Canadian IT Law Association www.it-can.ca/en/resources.html</p>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

Concept	Specific Outcomes	Notes
<p>Features of Effective E-commerce Web Sites</p> <ul style="list-style-type: none"> <li>• Content-related Features</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• analyze the following content-related features of effective e-commerce Web sites:               <ul style="list-style-type: none"> <li>– the home page shows the main components of the Web site effectively</li> <li>– the search function allows efficient access to information</li> <li>– company information is included; e.g., name of company, address, telephone number, fax number, e-mail contact, list of key personnel, video of key staff person</li> <li>– company policies on privacy, security and terms of business are clearly stated</li> <li>– products/services are effectively displayed— name, code, description, price, option to buy, link to shopping cart, detailed product information</li> <li>– the shopping cart indicates purchase name, code, price(s), discount, shipping costs, taxes and total costs</li> <li>– the shopping cart provides options to delete the purchase(s), continue shopping or check out with a link to shipping choices</li> <li>– the shipping choices and costs are clear (courier, postal service, bus, rail, air, truck) and there is a link to payment choices</li> <li>– the payment choices are clear—credit card, debit card, electronic cash</li> <li>– forms to gather customer information are well-designed</li> <li>– incentives to register are clear and attract attention</li> <li>– drop-down menus assist in filling out forms</li> <li>– additional content is offered to attract customers; e.g., detailed product/service information, frequently asked questions, “What’s New,” newsroom, forum, Web site tour, thank-you page, games</li> <li>– text is appropriate for potential customers</li> <li>– text is accurate—no errors in spelling, punctuation, grammar</li> </ul> </li> </ul>	<p>Considerations for developing content:</p> <ul style="list-style-type: none"> <li>• present ideas in an easy-to-follow fashion (estimated viewer attention span is 10 seconds)</li> <li>• place most requested information in “front” of Web site, least requested in “back”</li> <li>• keep documents as simple as possible</li> <li>• use language that is appropriate for the target market.</li> </ul>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

Concept	Specific Outcomes	Notes
<p>Features of Effective E-commerce Web Sites (continued)</p> <ul style="list-style-type: none"> <li>• Design- and Technical-related Features</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• analyze the following design- and technical-related features of effective e-commerce Web sites: <ul style="list-style-type: none"> <li>– the overall impact of the Web site is positive and motivating</li> <li>– the Web site aligns with potential customers' interests and needs</li> <li>– the pages are consistent in format, text size, font, headings and colour</li> <li>– colour contrast helps items stand out or blend in</li> <li>– the background is effective</li> <li>– special effects have been added and are appropriate; e.g., pictures, photographs, graphics, sound, borders, audio, animation, video, marquee, 3-D graphics, 3-D animation</li> <li>– the home page provides clear links to other pages of the Web site</li> <li>– navigation methods are effective; e.g., menus, bars, links (text, icon, banner ad, hover button, image map)</li> <li>– navigation throughout the Web site is efficient (three or fewer "clicks")</li> <li>– after the home page, navigation links are positioned in a standard location</li> <li>– the organization of information is efficient (least used at "back" of Web site)</li> <li>– the processing speed is acceptable throughout the Web site</li> <li>– the domain name (URL) is indicative of the products/services offered</li> <li>– viewers have the option to register and the ability to ask questions, request information and give feedback</li> <li>– viewers have the option to control viewing choices; e.g., text only, view videos, turn off sound, enlarge/reduce picture size, customize the home page, select language.</li> </ul> </li> </ul>	<p>Components of an E-commerce Web Site:</p> <ul style="list-style-type: none"> <li>• home page can include business description, logo, domain name, navigation to other pages, guest book or other customer registration options</li> <li>• information pages can include company information, such as contacts, location, policies on privacy and security, terms of business, "What's New"</li> <li>• descriptions of products/services (catalogue)</li> <li>• a shopping cart</li> <li>• shipping choices</li> <li>• payment choices.</li> </ul> <p>Static Web sites include primarily text, but they can include special features such as sound, photographs and 3-D graphics.</p> <p>Dynamic Web sites include special features such as animation and video and/or have interactive features; e.g., viewer registration, purchase information, e-mail inquiries connected to a database.</p>

**COURSE MAM2110: E-COMMERCE 2 (continued)**

Concept	Specific Outcomes	Notes
<p>Process of Building an E-commerce Web Site</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• complete the process of building an e-commerce Web site, by:               <ul style="list-style-type: none"> <li>– planning the Web site</li> <li>– developing the Web site, including:                   <ul style="list-style-type: none"> <li>• content-related features</li> <li>• design- and technical-related features</li> </ul> </li> <li>– testing and presenting the Web site</li> <li>– modifying and publishing the Web site.</li> </ul> </li> </ul>	<p>A detailed list of tasks to build an e-commerce Web site is outlined in <i>Assessment Task: E-commerce Web Site Evaluation (MAM2110-3)</i>.</p>
<p>Workstation Management</p>	<ul style="list-style-type: none"> <li>• apply efficient workstation positions and routines that encourage:               <ul style="list-style-type: none"> <li>– good health and safety (posture, positioning of hardware and furniture)</li> <li>– security for hardware, software, supplies and personal work</li> </ul> </li> <li>• demonstrate efficient and appropriate use of time and resources:               <ul style="list-style-type: none"> <li>– start-up procedures</li> <li>– organization of work area</li> <li>– closing procedures</li> </ul> </li> <li>• apply effective decision-making strategies when using the Internet</li> <li>• use related terminology to describe basic protocols, processes and tools.</li> </ul>	

