

Course Syllabus

Internet Applications for Small Businesses

Course Information

Assessment

Policies

Course Expectations

Course Information

Course Description

This course examines the design and development of web applications for small business. The course focuses on Internet technology to support consumer-oriented e-commerce, enterprise e-business solutions, and emerging business-to-business trading models. The topics will cover e-business models, internet marketing, online transactions ethical and social issues and internet security. Students will study different models for e-commerce applications and build a web application for small business with emphasis on HTML and some components of Cascading Style Sheets, VB Script and Active Server Page.

Course Learning Goals

Students will use their textbook and the CD with the textbook as their basic learning resource. They will review different e-commerce models and design and develop a website using HTML, Cascading Style Sheets, VB script and Active Server Page (.asp). Students will learn and apply heuristics and usability principles, determine appropriate internet marketing strategies, design website architecture tailored to business needs, allow modular changes and dynamic updates. The students will be asked to select a small business as their case study and complete the following:

- Design and develop mockups, storyboard and a sitemap
- Choose e-models that best suits the business
- Apply internet marketing, transaction and content usability principles
- Using an editor use HTML, VB Script and ASP to develop the dynamic features applicable to the business.
- Conduct usability testing, applying principles of cognitive science and surveys by the end users
- Identify the legal, ethical and social issues of the internet

Course Resources

Required Reading: e-Business and e-Commerce How to Program (1st Edition) (Paperback) by Harvey M. Deitel, Paul J. Deitel, Tem Nieto, T.R. Nieto

E-reserve: Spinello, Richard A. 2003. Free Speech and Content in Cyberspace. Pp. 53-90 (Chap. 3) in CyberEthics: Morality and Law in Cyberspace. 2nd ed. Boston: Jones and Bartlett Publishers.

Optional readings: Cyber Ethics Morality and Law in Cyber (Second Edition) by Richard A Spinello

Website

- W3Schools
 - HTML Tutorial - <http://www.w3schools.com/html/default.asp>
 - HTML Examples - http://www.w3schools.com/html/html_examples.asp
 - Browser Statistics - http://www.w3schools.com/browsers/browsers_stats.asp
 - Web Hosting Tutorial - <http://www.w3schools.com/hosting/default.asp>
- Student you do not have Microsoft FrontPage or Dream waver should download New View (freeware) <http://www.nvu.com/download.php>. Windows users should download [nvu-1.0-win32-installer-full.exe](http://www.nvu.com/download.php)
- Dream weaver Tutorial - <http://www.kellogg.northwestern.edu/kis/docs/howto/software/webauthoring/dreamweaver.htm>

Human Computer Interaction

- Heuristic Evaluation - http://www.useit.com/papers/heuristic/heuristic_evaluation.html
- Ten Usability Heuristics - http://www.useit.com/papers/heuristic/heuristic_list.html
- Storyboarding
- Human Computer Interaction - <http://www.hcibib.org/>
- Design Concepts (IBM) - <http://www-03.ibm.com/easy/page/567>
- Questionnaires in Usability Engineering - <http://www.ucc.ie/hfrg/resources/qfaq1.html>
- Top Ten Web Design Mistakes - <http://www.useit.com/alertbox/9605.html>

Technology Requirements

Consistent access to a computer with an Internet connection is a requirement for this course.

You must back up and save all your work on external media (onto floppy disks, CD ROM or some other file storage location) and keep your Anti-Virus application software up-to-date.

“Loss of data” from virus infestation or crashed drives in NOT an acceptable excuse for late or missed assignments.

Hardware and Software Requirements

Computers

The minimum requirements for IBM or compatible computers are:

- Pentium III computer running Win ME, Windows 2000 Professional or XP Home Edition or XP Professional (DePaul no longer supports Windows 98)
- 256 MB RAM
- 20 gigabyte hard drive
- 56K baud dial-up modem, or high-speed connection (DSL or a cable modem).
- CD-ROM drive, sound card and speakers
- Monitor with 1024 x 728 pixel resolution or better (32 bit true color)
- Printer

Macintosh users must have System 9.2.2 (or higher) with comparable features.

Browsers

All of the Center for Distance Education's courses are accessed using a web browser. The following browsers (including the Flash 6 plug-in) are required for our program:

- **Windows:** Internet Explorer 5.5 and higher; Netscape Navigator 4.75 and higher
- **MAC:** Internet Explorer 5.2; Netscape Navigator 7.02

The following are NOT CURRENTLY SUPPORTED: AOL, Prodigy, CompuServe, and the browsers: Opera, Mozilla, and Safari.

In the future, courses may require newer browser versions. Therefore, you should regularly update your browser(s) to take advantage of their new features.

E-mail Account Requirement

You must have an Internet e-mail account. You can use your depaul.edu email account for this course. Your Internet Service Provider (e.g. SBCglobal.net, Earthlink.net, Comcast.net, etc.) may provide an e-mail account that you can use specifically for your online courses, or you can use one of the free services (e.g. Yahoo.com).

We recommended that you establish and use a single email account that allows you to send and receive emails, with attachments. We recommend your using an email account that gives you the option to set security on incoming messages.

Hotmail and AOL mail are NOT recommended for the Distance Education program as their spam filters often refuse passage to emails from the course email lists.

Software

You should have a recent version of Microsoft Office (Office 2000 or higher). Other required, but free programs, include QuickTime 6.0 or Windows Media Player, Acrobat Reader 6.0.1 or higher and WinZip evaluation version 8.1 or higher.

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
F-X	Design Business Websites
S-1-D	Can design and plan an information technology solution for a problem
S-3-F	Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.
A-3-C	Can examine a social issue from an ethical perspective

Relationship of this course to the competence statements

F-X

Identity a small business and design a website with a minimum of 5 pages using at least HTML, VB Script and Active Server Page to offer dynamic features tailored to business needs.

S-1-D Students will design a business website with a minimum of 5 pages using an editor and, based on user's requirement, will plan, design and develop an approach to develop online features specific to their business requirement.

S-3-F Students will write a paper in which they will complete the initial planning and design stages of an e-commerce website using internet marketing and e-business models

A-3-C Students will write a paper on cyber ethics focusing on free speech, content control and internet privacy. Design and develop a survey and gather information to explore the implications of principles of cognitive science, interface design, internet privacy and content control to website design, mainly based on Jacob Neilson Usability Laws and common approaches to morality and laws applicable to cyberspace.

Assessment Criteria for each Competence (F-X, S-1-D, S-3-F, A-3-C)

The following are criteria for receiving a passing grade. The criteria for passing require that:

You participate consistently and constructively by completing writing assignments, participate in discussion board and submit final project by their due dates.

You submit your final project by the due date. *Note that a first submission for review and a revised submission are required. The first submission is considered a draft that has been re-written and revised by the student before it is handed in. It is not considered an initial draft.

You consistently, actively, and in a timely fashion participate in the online discussions. You will receive a weekly note from the instructor, if your participation is estimated as outstanding, sufficient or insufficient. In any case you will have the opportunity to comment on the opinion of the instructor.

Course Structure

This course consists of 10 modules. The estimated time to complete each module/unit is one week.

To view the course schedule, click on the Schedule link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

[Top](#)

Assessment

Assessment of Learning

This is a *graded course*. The final grade is based on successful completion of assignments, participation in discussion boards and a final project. The learning outcomes for each competence will be assessed based on the written evidence that you present online and on paper submission to the facilitator.

Assessment Criteria for Reading and Writing Assignments

Your participation and advance in terms of concepts and competencies will be accessed in the weekly discussion forums.

Assessment Criteria for Online Discussion Participation

In the online discussions you clearly and consistently link what you are learning in the course to your real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course it is important that: You are able to contribute to the online discussions in a collegial fashion. Especially you may begin your contributions with addressing your peer students, may maintain a kind and collegial tone and close with your signature.

You regularly demonstrate good “listening” skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.

You contribute your own original ideas to the online discussion in ways that facilitated learning for other people.

There are several ways in which this can be done, from a very simple 1 point for each posting to find discrimination of the content.

To move responses beyond the “me, too!” or “I agree,” we suggest you give the students points or acknowledgement for responses that contain one or more of the following:

1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions, and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

Course Grading Scale

A = 95% to 100%	A- = 91% to 94%	B+ = 88% to 90%
B = 85% to 87%	B- = 81% to 84%	C+ = 77% to 80%
C = 73% to 76%	C- = 69% to 72%	D+ = 65% to 68%
D = 61% to 64%	F = 60% or below	INC

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Percent distribution of assignments

Assignment 1	15%
Assignment 2	15%
Final Project	40%
Discussion Participation	30%

Online Participation Guidelines

You are expected to actively participate in informal online discussions with your classmates and the instructor when they are required by the syllabus. "Active participation" means that you read and contribute to the online discussions. This discussion is "informal" in the sense that it is meant to encourage interested discussion. It is expected that you follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are on the discussion board. These discussions are a place for you to exchange your reflections with the others in the class about what you are learning. The discussions will be organized into forums around the particular assignment you are studying each week. You may be asked by the instructor to take leadership in a certain group for a certain time of the course. Further instructions you will receive then from the instructor. The majority of the forums will be open only for two weeks.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted. Directions are provided with each assignment. They must be followed according to the due dates given. Principles of good practice for participating in online discussions should be adhered to when it comes to responding to the contributions of other people in the class. These "principles" will be provided in the Online Participation Guidelines section in this study guide.

[Top](#)

Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The

Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s).

As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>

[Top](#)

Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

How To Do Well In This Class

This section provides a few hints on how to do well in this class:

1. Participate in class discussions. The class discussions and homework exercises are worth a large percentage of your grade. Most modules ask you to post an opinion and include a follow-up. Don't miss the follow-up posting.
2. Don't fall behind – In general once a discussion is graded its over. Don't think you can post discussion items several weeks after they are graded and expect credit. The class has moved on and it is difficult for course administrators to find your postings after it has been graded.
3. Read the assignments carefully. If the assignment says answer three questions, then answer three. If it says use APA research paper style then find out what that style is and use it.
4. Email questions. When you have any questions, email your facilitator. If your facilitator posts a question to you (via your discussion board) then answer it (it often means your facilitator cannot find an assignment of yours).
5. Post all assignments by the specified Due Date

Final Note

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy your journey into lifelong learning!

Credits

This course was designed and produced by Zoab Mirza, and staff at the Center for Distance Education of the School for New Learning of DePaul University.

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[Top](#)