Note: Parts of the syllabus are linked so viewing at [http://www.bu.edu/goglobal >courses](http://www.bu.edu/goglobal >courses) is advisable

COURSE OBJECTIVES: The course provides a detailed examination of the history, infrastructure, security processes, social networking and marketing focusing on the strategic issues of digital business. A major focus relates to how businesses can successfully use digital technologies to achieve a comprehensive physical/digital competitive strategy. Students will depart the class with both academic and applied knowledge including application web design ability and understanding of how digital technologies are best utilized. Read ALL the syllabus carefully to include appendix to understand detailed instructions and information

COURSE LEARNING GOALS: At the course conclusion students will:

- Will know the important technical issues (security, WEB and Internet systems, payment mechanisms, design, etc.) as well as the non-technical aspects (strategy, marketing) of Digital enabled business.
- Will be able to create a comprehensive Internet enabled business plan
- Will understand how technical and managerial skills are interwoven and be able to use application tools (WordPress) to create Blogs and websites. The purpose of learning these application tools is so the student can more fully understand the management and simple technical issues involved in creating and administering a “good and value added” business site.
- Gain a broad understanding of how web enabled business has created new international business models across all industry sectors; how businesses have used Internet technologies so as to create disruptive competitive advantages, and how Internet enabled business is affecting all aspects of operations, across all business sectors by altering the manner in which business is conducted.
- Further enhance virtual coordination team working skills through contributions through the development of the Live Company Case project and its presentation.

INSTRUCTOR: KIP BECKER

(Meet Me) [https://www.youtube.com/watch?v=Ja5D8udUJy0&feature=youtu.be](https://www.youtube.com/watch?v=Ja5D8udUJy0&feature=youtu.be)

Dr. Kip Becker is an Associate Professor and Director of International Academic Initiatives for the Department of Administrative Sciences. He has published over sixty articles and book chapters both nationally and internationally in the areas of international management, Electronic commerce, strategy, brand value and reputation management. He is on the Board of the International Management Development Association, the Chief Editor of the Journal of Transnational Management and a co-editor of the Journal of Euromarketing for technology and Ecommerce. He has owned a waterfront restaurant and is president of Northwind Management International which has conducted management training and consulting with companies, governments and associations worldwide. Prior to entering academe' Dr. Becker's experience included positions with: TDX systems of Cable and Wireless Ltd. in marketing, the U.S. Department of Justice as a special task force member in the President Regan administration and as a U.S. army helicopter pilot during Viet Nam and Desert Storm. He holds a second degree black belt in Taekwondo. For a complete resume and publications: [www.bu.edu/GoGlobal](http://www.bu.edu/GoGlobal).
REQUIRED TEXTS, CASES and SOFTWARE:

**Start Blogging with WordPress.com: You can have a professional website for free!**
Kerry Butters, Andy McKendry
[Kindle Edition] $3 at Amazon
I recommend this inexpensive online book to provide an introductory overview of WordPress. It is available by downloading the kindle app available for PC or Mac. NOTE: We are using the WordPress.com (not .org) version so if you consider additional reference materials watch for this difference.

**E-Commerce 2015, 11/E**
Ken Laudon, New York University, Carol Traver
Note: Earlier versions do not have some of the material found in 11th edition that could be on the exam.

CASE PACKAGE
Teams will be assigned a case from the book and a package case to present to the class. All students are responsible for knowing all cases.

The course package reference for AD648 is: C-711-86034-STU The case package can be obtained by:
Download course pack or Case Centre website: [http://www.thecasecentre.org/students/course/registerForCourse?ucc=C%2D711%2D86034%2DSTU](http://www.thecasecentre.org/students/course/registerForCourse?ucc=C%2D711%2D86034%2DSTU)

WordPress Software Downloaded Free at [http://www.wordpress.com](http://www.wordpress.com)
We will use WordPress.com for the design of a blog and website as it offers free software and hosting.

**Additional WordPress Learning Aids:**
- **Mini-Lectures Boston University** information services and technology "how to" do things in WordPress
- **WordPress.com Website.** You will find excellent and easy to follow instructions on accomplish many tasks in the WordPress help area.
- **Dr. Becker YouTube videos** on starting WordPress
  [https://www.youtube.com/results?search_query=kip+becker++]
- **YouTube Videos.** Aside from my videos there are many quite good self-help videos found through the YouTube search engine or Google inserting the question topic.

**COURSE GRADING:** (also see in Appendix: Grading discussion and assignment descriptions)

Your final grade is calculated from a total of 100 points that you earn from the following distribution:

1. Class assignments and discussion, presentations and participation 50%*
2. Web Site Project: Design, Presentation and Design documentation 20%**
3. Exams (midterm 15% and final 15%) 30%

*Distribution for 1 grading
1. Blog assignment 05%
2. Pop Quizzes (cases for week) 15%
3. Text Book Case Team Presentation 10%
4. External Case Team Presentation 15%
5. Class Participation 05%
Total Points (50% total)

**Note**: To assist the grading of projects requiring teamwork each student’s contribution to the project needs to be clearly defined. Each team member will complete The Team Member Rating Form providing feedback on team member contributions (see appendix: Individual Rating Form).

**GRADING – Further Information:**

Students receive numeric grades for each of the areas graded. This allows students to track performance throughout the course. The instructor may determine, when all grades are finalized, a need to "curve" the final letter grade distribution. While there is no fixed number of grades in any one level in accord with BU and the College standards higher grades reflect an excellence in the understanding of class material, organization of thought and presentation. “A” level grades (A and A-) denotes superior top of class work by students who have distinguished themselves above others in the class.
CASES

Teams will be assigned cases from case center package and a case from the text to present to the class. Each team will have. There is to be a different team case lead assigned for each of the individual cases assigned to the team (3 leads). This will allow an opportunity for more team members to be leaders and offer greater team participation. All members of the team will be involved in each of the cases and expected to have an active part in each of the cases assigned.

Presentations should take about 30 minutes (20 for presentation and 10 for questions). To avoid a “reading of slides” and “death by PowerPoint presentation” you may have up to 4 PowerPoint slides for each case, but no more.

While teams will be responsible to lead and present specific cases all students are responsible for knowing all cases so we can have a good discussion of the issues presented. Each student is expected to have prepared notes on the case(s) to be presented on a 3x5-index card that can be referred to during discussions. To assure cases are read students need to be prepared to be called on to comment on the case and can expect that there will often be unannounced quizzes at the beginning of class covering the day’s cases.

TESTS: There will be two Tests

The first test will cover the first half of the course material. The second will be a closed book and closed notes test that will cover the material since the first test (2/3 of exam) as well as information from lectures, discussions, cases and text covered on the first test (1/3). Tests are “closed book” as we what to know what you know not what the professor or text author knows.

Makeup exams are rarely approved and any request to make up the examination must relate to a tragic event that makes fulfilling the requirement impossible.

ACADEMIC CONDUCT AND INTELLECTUAL HONESTY:

This course will strictly follow the Code of Academic Conduct of Boston University. The Metropolitan College Bulletin link to the academic code must be read by all class students and is found at: http://www.bu.edu/met/for-students/met-policies-procedures-resources/academic-conduct-code/
## TEAM CASE PRESENTATIONS

<table>
<thead>
<tr>
<th>TEAM</th>
<th>BOOK CASE</th>
<th>Week</th>
<th>PACKET CASE</th>
<th>Week</th>
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</thead>
<tbody>
<tr>
<td>TEAM 1</td>
<td>BitCoin (Ch 5)</td>
<td>10</td>
<td>Singapore Post: Transforming Mail Services in Internet Age SMU-13-0016</td>
<td>12</td>
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<tr>
<td>TEAM 2</td>
<td>Open Table (Ch 9)</td>
<td>12</td>
<td>Social Commerce new retail frontier 513-066-1</td>
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<td>8</td>
<td>Alibaba: can it gamble with global expansion 315-055-1</td>
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### TEAM MEMBERS

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<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
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<tbody>
<tr>
<td>Chang</td>
<td>Chiang</td>
<td>Lebizay</td>
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<td>Daniels</td>
<td>Lertanontrakul</td>
<td>Lin</td>
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<td>Dusdeesurapot</td>
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<td>Gong</td>
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<td>Yessimova</td>
<td>Yu</td>
<td>Zhang, Z</td>
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<td>Zhang, Y.</td>
<td>Ames</td>
<td>Mewhendiratta</td>
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<th>Team 4</th>
<th>Team 5</th>
<th>Team 6</th>
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<tr>
<td>Illouz</td>
<td>Cao</td>
<td>Binns</td>
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<td>Owat</td>
<td>Hajarrahmah</td>
<td>Bourguet</td>
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<td>Tsai</td>
<td>Herbreteau</td>
<td>Karch</td>
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<td>Khullar</td>
<td>Wang</td>
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<td>Wei, Q</td>
<td>Yang</td>
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<td>Pasillas</td>
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WEEKLY SCHEDULE AND ASSIGNMENTS

WEEK 1: January 19
INTRODUCTION TO ECOMMERCE
Overview of course, intro to blackboard (features and navigation) expectations and grading.

WEEK 2: January 26
BLOGS
Meet in 808 Computer lab
1. Text: Start Blogging with WordPress.com This is a good short reading for an overview of WordPress before you start. Be sure to read and understand prior to class
2. Loudon Text: Chapter 1: The Revolution is Just Beginning
3. Online Readings:
   o Lecture: World of Blogs
4. Online assistance with WordPress
   o Mini Lectures Boston University information services & technology “how to” do things in WordPress http://www.bu.edu/tech/services/comm/websites/www/wordpress/how-to/
   o Use WordPress Help section for good explanations of many WP tasks
   o Selected YouTube videos from Getting Started with WordPress , Videos by Professor Kip Becker https://www.youtube.com/results?search_query=kip+becker+

ASSIGNMENT:
BLOG: Post the active URL to your blog and respond to other student blogs
The assignment’s purpose is to get to know your classmates as well as to have you consider the attributes of a blog, its structure, content and organization from a management point of view.
NOTE: Specifics found in syllabus Appendix: Blog with WordPress Assignment
Due Dates: By February 2nd Blogs are to be ready for review by students and grading.
           By Saturday February 6 Students to make comments to students Blogs & Blog ready for grading.
SEQUENCE
FIRST: CONSTRUCT A PERSONAL BLOG
1. Create discussion thread under week 2 discussion blog heading “Posting of Blogs URL” for your blog.
2. Name the thread - Use your first and last name as the name of your post. (e.g. Kip Becker)
3. In the post first line list: 1) Your name, 2) The title of your blog and 3) The hypertext URL of the blog location using the “link” feature so it can be clicked on and is active.
SECOND: VIEWING OTHER’S BLOGS
1. Now go to the Blogs of the other students in the group and post a note directly on the ir Blog a hello to let them know you have seen it.
THIRD: BLOG DISCUSSION:
1. Now go to the blackboard discussion area for each student blog and post to the student’s thread. Include:
   1. a welcome and 2. comments about the Blog. Your comments should, of course, be organized in a positive manner and should include what is good and also what could, in your opinion, make the blog better. Please recognize this is not a grading but your comments are assisting the blog author with thoughts on its construction.
FOURTH: REVIEW COMMENTS ABOUT YOUR BLOG AND MAKE IMPROVEMENTS
1. Review comments on your blog and make any improvements you like by 6amET Monday (week 2)
WEEK 3: February 2
THE DEVELOPMENT OF THE INTERNET: WHY IT WAS DEVELOPED, WHO SHAPED IT
Loudon Text: Chapter 3 Ecommerce Infrastructure and 8 Ethical, Social and Political Issues

Case Presentation

<table>
<thead>
<tr>
<th>TEAM 4</th>
<th>Pirate Bay (Ch 1)</th>
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<tbody>
<tr>
<td>TEAM 5</td>
<td>Akamai (Ch 3)</td>
<td></td>
<td>Alibaba’s market entry strategies in India 315-173-1</td>
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</table>

WEEK 4: February 9
INFRASTRUCTURE: WHAT IT WAS, WHAT IT IS, WHAT IT MAY BE AS WELL AS WHO CONTROLS AND WHO WANTS TO CONTROL
This week will be online with assignments in blackboard.
Loudon Text: Chapter 4
ASSIGNMENT: Team meeting with instructor: You will schedule a time (schedule in blackboard) for your team to meet with me in my office to discuss your project, organization and project management aspect to assure timely progress.

Online Discussion: The current infrastructure and issues the founders never thought of
The discussion is based on the videos listed below and questions for the week are provided in the online discussion area. You will want to begin your discussion of the videos no later than Tuesday so we can have a good discussion throughout the week.

Online Video What Net Neutrality Means for You (who pays and how much for service?)
https://www.youtube.com/watch?v=2psly3euy78
Cyberespionage: The Chinese Threat (building an internet is not enough, it must be secure as well)
http://www.youtube.com/watch?v=Js52FjOsgPA

WEEK 5: February 16 Monday Class Substitution –
This week will be online with assignments in blackboard.
Loudon Text: Chapters 6 Marketing/Advertising

ASSIGNMENT: Online Discussion: Marketing Communications Strategy
The discussion is based on the videos listed below and questions for the week are provided in the online discussion area. You will want to begin your discussion of the videos no later than Tuesday so we can have a good discussion throughout the week.

NBA: Competing on Global Delivery with Akamai OS Streaming
https://www.youtube.com/watch?v=OZkyz-gChnl
Mint Returns for Goodwill’s eBay Auctions of Thrift-Store Finds
http://www.youtube.com/watch?v=u1sx1SZVuwg

WEEK 6: February 23
TOWARD A MARKETING STRATEGY:
Loudon Text: Chapter 7 Social, Mobile and Local Marketing
View online at YouTube videos:
The Power of Like
http://www.youtube.com/watch?v=KzghZOIIIN40

Case Presentation

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WEEK 7: March 1
In Class First Test

SPRING BREAK March 5 – 12

WEEK 8 March 15
TOWARD A MARKETING STRATEGY: SOCIAL NETWORKS, DEVELOPING BRANDS AND PROTECTING IMAGE
Loudon Text: Chapter 11

Online Readings
  o Lecture: Social Media Brand Reputation Management
Work on web and presentation
Case Presentation

<table>
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<th>TEAM 6</th>
<th>Pinterest: social media success</th>
<th>912-029-1</th>
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<td>What’sApp</td>
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WEEK 9 March 22
INTERNET THREATS TO BUSINESS AND TRANSACTIONS
Loudon Text: Chapter 5 Security and Payment Systems
Teams meet with Instructor to discuss website progress
Case Presentation

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<tr>
<th>TEAM 1</th>
<th>BitCoin (Ch 5) Apple Pay Case</th>
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WEEK 10 March 29 BUSINESS AND TRANSACTIONS SECURITY SYSTEMS AND PAYMENTS
This week will be online with assignments in blackboard.

Recordings in Blackboard:
Case Discussion based on videos below

On Point WBUR Recording on Mobile Money: Wallet-To-Wallet, Peer-To-Peer: A Digital Payments
IBM Zone Trusted Information Channel (ZTIC)
http://www.youtube.com/watch?v=mPZrkeHMDJ8
Open ID and Web Security
http://www.youtube.com/watch?v=xcmY8Pk-qEk
WEEK 11 April 5
DESIGNING THE COMPREHENSIVE STRATEGY: INTEGRATING PHYSICAL AND DIGITAL STRATEGY
Loudon Text: Chapter 12

Case Presentation

<table>
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<tr>
<th>TEAM 4</th>
<th>Makeup shake-up challenge of multichannel marketing</th>
<th>Kiehl’s Since 1851</th>
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WEEK 12 April 12
DESIGNING THE COMPREHENSIVE STRATEGY: INTEGRATING PHYSICAL AND DIGITAL STRATEGY CONTINUED

Blackboard Readings
- Lecture: Business Strategy
- Amazon.com audio interview Public Radio/On Point
- Financial Times on Amazon.com
- Postal Service to deliver for Amazon on Sundays (Boston Globe 11/11/13 B7)
- Drive-through groceries (Boston Globe 11/29/13 B6)
- Sears Bets Big on Technology at Expense of Stores (Suzanne Kapner, WSJ 12/17/04, A and A4)

Case Presentation

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<tr>
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<td>Singapore Post: Transforming Mail Services in the Internet Age</td>
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WEEK 13 April 19
Second class test

WEEK 14 April 26
Team Web Presentations

(SEE APPENDIX THAT follows FOR ADDITIONAL IMPORTANT COURSE INFORMATION)
APPENDIX: BLOG WITH WORDPRESS ASSIGNMENT

The goal of introducing you to the blogging community is not so much for you to have a personal blog as to set up an assignment that is fun and interesting as you learn the concepts of blogging and how companies can use them to interact with consumers as well as how an unsatisfied consumer can damage brand reputation. You are to produce a simple personal blog site (a one-page blog) to introduce yourself to your classmates. You can provide pictures of your dog or of your kids, so we can get to know you better. You will use WordPress to make your blog. Depending on how sophisticated you wish your site to be the time frame to accomplish this should run generally about four hours. With practice you can establish a very nice site in less than an hour. The nice feature of WordPress is that we can use the same software for the blog and then again for the website construction. You may take down your blog at the beginning of the third week if you desire to do so. I am sensitive to privacy concerns of some students so limit your site to what you feel comfortable posting.

BLOG ASSISTANCE:

- **WordPress.com Website.** WordPress is widely used (and owned by Google) you will find excellent and easy to follow instructions on accomplish many tasks in the WordPress help area.
- **Mini-Lectures Boston University** information services and technology ‘how to” do things in WordPress [http://www.bu.edu/tech/services/comm/websites/www/wordpress/how-to/](http://www.bu.edu/tech/services/comm/websites/www/wordpress/how-to/)
- **YouTube Videos. Dr. Becker YouTube videos** on starting WordPress [https://www.youtube.com/results?search_query=kip+becker++]
  
  Aside from my videos there are many quite good self-help videos found through the YouTube search engine or Google inserting the question topic.

MINIMUM BLOG EXPECTATIONS

1. Have WordPress host your blog unless you have your owner server availability
2. Create a title and description
3. Format date and tracking information
4. Create individual blog entries with comments area
5. Create links to relevant information/other sites if warranted
6. Create a profile with photo(s). Here I will leave it up to you to determine the extent of personal information that is posted
7. Publish your blog
8. List blog with directory service for greater exposure and note in your post one(s) you are listed with.

On to Making Your Own blog

I want you to have the experience of actually designing your own blog for several reasons.

1. Companies need to understand the power of blogs, how easy they are to create and the positive, or negative effects, they can have on the firm. Perhaps you will run the company blog and be envied by your peers.
2. By learning to create a blog you will essentially walk through what blogs are all about and the management issues involved in a way that is more meaningful than my trying to tell you about this.
3. You will leave the week with an “I understand the issues” as well as an “I can do that” feeling which is normally more satisfying then, “I can talk about that” ever is.
4. Creating a site personality is good way for you to start thinking about web design by considering the issues involved with the selection of colors, page style, fonts, links and the like.
1. **YOUR BLOG:**

Development of a personal blog with the blog location http: address is to be posted to the Internet course site no later than Saturday 6 am ET of the week following the blog class AS A HYPERLINK. While the site must be up by Saturday, **you may make changes until Monday morning at 6 am ET.** Monday is when the site will be reviewed by your facilitator for grading.

You need to get the blog up no later than Saturday so your fellow classmates can get to know you personally. Post your site location as an active link in using the HTML and LINK features of the site to the Week 1 Discussion number 1 "Posting of blogs and Comments." Assuring you use a hyperlink (not just an address) will allow your classmates to directly access your blog rather than having to cut and paste to get to your blog. Having to cut and paste addresses will not be pleasing to those that want to view your work so failure to have an active link will result in a downgrading.

You are to create a BLOG using WordPress (HTTP://WWW.WORDPRESS.COM). This is because we will use the WordPress product later in the class make a website, it is free software and provides hosting. Once you understand the features of WordPress by making your blog this knowledge can later be applied toward the website construction. Another reason to use a standard application is that I and others in the class can help you if you run into trouble. Blogs are, of course, just one tool. A truly progressive company, wise in internet awareness, might utilize several approaches of consumer involvement each designed to reach a specific consumer need in a different manner.

2. **MAKING COMMENTS TO OTHER BLOGS:**

Each student will make comments to each of the group member’s blogs in two different locations.

**First (1) Make a short personal comment on the student’s blog then**

**Second (2) Post in the discussion thread (where student posted their blog address) specific comments relating to the blog itself.** Your comments should be positive in nature and can respond to the personal information (e.g. "Hi John, I am also from California and also work in the financial area") and the blog itself (e.g. nice use of colors to make your point. The theme and color structure enhance each other). This will also help everyone to begin to think critically about what constitutes a good blog. Try to leave a personal positive note about something you liked about the blog and something that might be improved (and why). Remember you are NOT evaluating the blog. You are simply trying to provide helpful insights and learn from reviewing the different blogs.
TEAM MEMBER RATING FORM

FOR (circle one): TEAM CASE PRESENTATIONS WEBSITE PROJECT

YOUR NAME ____________________________________________

(PRINT)

Member Ranking for (circle one): website team case text team case package

This purpose of this form is help team members point out those individuals that deserve recognition due to their superior contribution as well as note those that did not contribute to an expected team level.

Please rate each group member’s overall contribution by providing a score of 1, 2, 3, or 4 (highest level).

It is important to note that you are not grading your team mates. You are providing valued guidance that reflects, as well as possible, each member’s contribution to the team’s overall performance. That is to say a score of 4 is not a grade of “A” and score of 3 is not a grade of “B”. The rankings will assure I understand the contributions of individual team members.

INDIVIDUAL RATING SCALE:
4. Means team member contributed more than rest
3. Means team member contributed same as most others
2. Means team member contributed less than most others
1. Means team member did not contribute

Team Member Rating (4 being highest and 1 the lowest rating)

<table>
<thead>
<tr>
<th>LAST NAME NAME</th>
<th>FIRST</th>
<th>1, 2, 3 OR 4</th>
<th>COMMENTS</th>
</tr>
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<tbody>
<tr>
<td>1. YOU:</td>
<td></td>
<td>GRADE YOURSELF:</td>
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OTHER TEAM MEMBERS (PRINT)

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**APPENDIX: ON LINE AND IN CLASS DISCUSSION GRADING**

Why have discussions and what I am looking for in the discussion

Online discussions should be like classroom discussions and offer a value added analysis. That is to say, they should be an educated discourse and ongoing throughout the week. To assure that we have discussions and you are the discussion grading will reflect not only the initial posts but also how the student interacts throughout the week. Understanding what others believe, and why they believe it, is equally (if not more) important and may be what education is really all about. In discussions we strive to provide an interaction as similar to the classroom as possible.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description of Minimum Expectations for Grading Each Week's Discussions</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td><strong>Exceptional Participation – Met all of these conditions:</strong></td>
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<tr>
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<td>- Made original contributions and actively responded to other students in week's discussions and did so in an engaging and frequent manner. Student is engaged in discussions throughout the week and is commenting on others as well as submitting own work. Student used effective communication, which was concise and powerful, and did not get lost in technical matters or distracted by superficialities. The online behavior of the A-level student would be similar to a face-to-face classroom student that is actively engaged, well prepared with the week's readings, and involved throughout the class session. This grade reflects superior work at the top of the class level in content and presentation.</td>
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<td><strong>Exceptional quality of comments / discussion</strong></td>
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<td>- Displayed originality, clarity, and persuasiveness, and insightful application of course concepts to usefully illuminate the situations and topics under discussion. Brought in new insights and creative application of the readings.</td>
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<td>- Is insightful and writes post that others wish to become engaged in.</td>
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<td>- Application of concepts appears logical and meaningful. Use seems organic, not forced or containing a string of concepts thrown in without clear relevance. Shows deep thinking and maturity, rather than just &quot;going through the motions.&quot;</td>
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<td>- &quot;Additive.&quot; In addition to his/her own original insights, student built on or usefully added to the insights of fellow students. Explored the comments of others and made very thoughtful contributions to their postings.</td>
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<td>- Contributions do much more than merely recite the obvious facts of a case discussion or make recommendations without a clear basis for them.</td>
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<td>- Posts explicitly and efficiently (swiftly and clearly, not belabored) show logical analysis or distillation of how the relevant aspects of the situation fit together, which concepts from the course describe them, and where they lead, and how any recommendations he/she makes flow from their analysis and specific concepts.</td>
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<td>- Timing. Participation was early enough in the discussion week to have been read by most others and engaged others to explore the topic further.</td>
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<td>- Consistency. Several exceptional-level contributions were made during the week.</td>
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<td>- Shows awareness of key concepts and how to logically extend them for dissection or deconstruction, and understands the situation and topic of the assignment;</td>
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<td>- Uses the concepts correctly and organically (i.e., not just throwing in strings of concepts, but being clear in their relevance and use);</td>
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<td>- Anticipates potential objections or questions to your analysis, recognizes the broader implications of what you are saying.</td>
</tr>
</tbody>
</table>

This level of assessed relative performance for the week typically represents about 20% of each Facilitator group, and is divided into A and A-level grades based on the subjective appraisal of your facilitator.

| 86-89 | **High level Participation – Met all these conditions:** |
|       | 2. Actively responded to several other students in week's discussions for each topic and did so in an engaging and frequent manner. Was involved actively throughout the week building on others discussions and making own submissions. Student used effective communication, which was concise and powerful, and did not get lost in technical matters or distracted by the superficialities. |
|       | 3. Submissions added a high degree of value. |

**High quality of comments – Much the same as for Exceptional, but without demonstrating quite the same consistent degree and totality of originality, insight, persuasiveness, meaningful application of theory, fluid logic of analysis and strong recommendations, additive contribution to the posts of others, and pro-active timing, as described above.**

This level of assessed relative performance typically represents about 25-30% of each Facilitator group.
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>84-85</td>
<td>Actively responded to several other students in week's discussions for each topic of the week and did so in an engaging and frequent manner. Is involved actively throughout the week building on others discussions and making own submissions. Effective communications which are concise and powerful so do not get lost in technical matters or get distracted by the superficialities. Submissions added a high degree of value. <strong>High quality of comments</strong> – Much the same as for Exceptional, but without demonstrating quite the same consistent degree and totality of originality, insight, persuasiveness, meaningful application of theory, fluid logic of analysis and strong recommendations, additive contribution to the posts of others, and pro-active timing, as described above. This level of assessed relative performance typically represents about 25% – 30% of each Facilitator group.</td>
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<tr>
<td>80-83</td>
<td><strong>Average Participation – Met these conditions:</strong> Actively responded to a few other students in week's discussions for each topic. Tended to respond toward the end of the period so that it was more difficult for others to respond to the comments. <strong>Average quality of comments</strong> – Student has been active in discussions during week and made contributions building on or responding to other's comments. Often these comments are accurate but mostly repeat what is obvious or already in the reading or implied by previous discussion. This level of assessed relative performance typically represents about 30% of each Facilitator group.</td>
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<td>75-79</td>
<td><strong>Lower Level Participation – Met all these conditions:</strong> Limited responses to other students in week's discussions for each topic. Would be considered to be generally below the average contributions of the class. <strong>Lower quality of comments</strong> – Student has been active in discussions during week and made some contributions building on others comments, but less of a creative or insightful quality. Often tends to be opinion not substantiated with evident logic rather than new material of a value added nature Generally students whose level of relative quality is assessed at B- or below representing typically about 20% of each Facilitator group.</td>
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<tr>
<td>70-74</td>
<td><strong>Minimal Participation</strong> Infrequent postings or lack of response to other student's submission and/or low quality of comments. <strong>Minimal be below acceptable quality of comments</strong> – Student has been in the discussion during the week but tends to repeat others or make unsubstantiated opinion statements, or statements not clearly relevant to the discussion and topic. Quite below average postings.</td>
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<td>Less than 70</td>
<td><strong>Inadequate Participation</strong> No participation or very limited participation without contribution or recognition of others and would be considered failing level work. <strong>Below acceptable quality of comments</strong> – Student’s postings do not contribute to the knowledge of the course, and do not seem to indicate that they have read or thought about the case or the topics at hand. Postings are well below average as they restate information or provide personal opinions.</td>
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