



LOGI-712: LOGISTICS E-COMMERCE FOR ENTREPRENEURS (FORMERLY ENGR-712)

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

LOGI - Logistics

Course Number

712

Course Title

Logistics E-Commerce for Entrepreneurs (formerly ENGR-712)

Short Title

E-Commerce for Entrepreneurs

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to show students the value of logistics to e-commerce. Students will be able to apply logistics principles for immediate application to their existing or newly designed e-commerce store. Students will also gain knowledge, concepts and application on how to design their own e-commerce store through various platforms. Students will gain an understanding of the vital role of logistics fulfillment centers and the variety of distribution channels that provide the final mile to e-commerce companies. (formerly ENGR-712)

Codes

TOP Code (CB 03)

0510.00* - *Logistics and Materials Transportation

CIP Code

52.0203 - Logistics, Materials, and Supply Chain Management.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Small Business Development	Or
Business (Masters Required)	Or
Engineering (Masters Required)	Or
Supply Chain Technology	End

Learning Objectives

Learning Objectives

Learning Objective
1. Compare and contrast e-commerce business strategies and logistics operations.
2. Construct an e-commerce store that applies sales and logistics principals.

3. Analyze the historic origins and the present non- commercial applications of the Internet.
4. List the legal environment of electronic commerce within and across borders and jurisdictions.
5. Evaluate the common costs vs. benefits within e- commerce to formulate a return on investment ratio (ROI).
6. Discuss the origins of, connection between and the key technology concepts behind the internet, e-commerce, and transportation.
7. Analyze the key components of e-commerce business models.
8. Define the primary logistical building blocks that provide the final-mile delivery to e-commerce companies.
9. Examine why e-commerce raises ethical, social, and political issues.
10. Analyze how a diverse, equitable and inclusive company culture affects achieving company customer service goals in E-Commerce companies.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will evaluate and assess the e-commerce infrastructure that drives e-commerce sales and integrates logistics operations.
2. Students will successfully demonstrate an understanding of e-commerce marketing strategies that increase revenue.
3. Students will intentionally design and develop an e-commerce store that applies sales and logistics principles.
4. Students will value revenue models for a profitable online business.

Content

Course Lecture Content

1. Introduction to E-commerce
 - a. he "Uberization" of E-commerce
 - b. Introduction to E-commerce
 - c. Difference between E-commerce and E-business
2. Technological Building Blocks Underlying E-commerce: The Internet, Web, and Mobile Platform
 - a. Internet
 - b. World-Wide Web
 - c. Mobile Platform
 - d. Major trends in E-commerce
 - e. Cost vs Benefits
3. Types of E-commerce
 - a. Business-to-Consumer (B2C) E-commerce
 - b. Business-to-Business (B2B) E-commerce
 - c. Consumer-to-consumer (C2C) E-commerce
 - d. Mobile E-commerce (M-commerce)
4. Technology Infrastructure for E-commerce
 - a. The Internet: Technology Background
 - i. The Evolution of the Internet
5. Consumers Online: The Internet Audience
 - a. Consumer Behavior Models
 - b. Shoppers: Browser and Buyers
 - c. Trust, Utility, and Opportunism in Online Marketing
 - d. The Online Purchasing Decision
6. Understanding Ethical, Social and Political Issues in E-commerce
 - a. A Model for Organizing the Issues
 - b. Basic Ethical Concepts

- c. Analyzing Ethical Dilemmas
 - d. Candidate Ethical Principles
 - e. Ethical Considerations in E-Commerce
7. Online and Retail Services
- a. The Online Retail Sector
 - b. The Service Sector: Online and Offline
 - c. E-Commerce Business Models
 - d. Customer Satisfaction
 - i. How Diverse, Equitable and Inclusive Company Culture Affects Customer Service Goals
8. E-logistics
- a. Definition, Trends, Directions
 - b. Historical Development
 - c. End-to-End Global Visibility and Order Management
 - i. Evolution and need for supply, demand and value chain management
 - ii. Value Chain Management
 - iii. Diversity, equity and inclusion in order management
 - d. Common Interfaces Between Supply and Demand Chain Stakeholders
 - e. KPI Reporting, Interactive Dashboards and Management by Exception
9. B2B E-Commerce and Fulfilment
- a. Structural Dimensions
 - b. Market Dimensions
 - i. E-fulfilment Dimensions
 - ii. Last-mile Dimensions
 - 1. Affect of an Equitable and Diverse Company Culture on Achieving Company Customer Service Goals
 - iii. Environmental Dimensions
 - c. Upcoming Trends
10. The Challenges of E-Commerce on Warehousing in the Future
- a. Challenges
 - b. Type, size and location of fulfillment centers and warehouse
 - c. Outsourcing
 - d. Warehouse Operations and Labor
 - e. Technology and Automation
 - f. Diversity, Equity and Inclusion in E-Commerce Warehouses
11. Warehouse Management Systems and Innovations
- a. Common Warehouse Functions
 - i. Why Warehouses are Needed
 - ii. Evolution of Information Management in Warehouses and Distribution Centers
 - b. Inbound Management Workflows
 - c. Labor Management and Workforce Systems
 - d. Resource planning and Dashboarding
 - e. Warehouse Operations
 - f. Impact of diversity, equity and inclusion in Warehouse Management
12. Automating a Logistics Service Chain
- a. Framework for Automating the Service Chain
 - b. Implementing a Service Chain for Field and Service Operations
 - c. Delivering a Network Ecosystem

- d. Regional Electronic Marketplaces to Improve Logistics
 - i. Electronic Logistics Marketplaces

Methods of Instruction

Method

Lecture

Integration

Lecture will be used to present course material through live or recorded presentations supported by slide decks, accessible videos, and relevant multimedia content. Lectures will cover all key topics, including the fundamentals of e-commerce, the "uberization" of logistics, the technological infrastructure behind online commerce, consumer behavior in digital marketplaces, and emerging trends in warehouse automation and fulfillment. Additional lecture content will explore the integration of diversity, equity, and inclusion in warehouse operations, order management, and customer service. Instruction will emphasize real-world applications, case studies, and current industry practices to help students connect theoretical concepts to practical logistics challenges.

DE Adaptations for MOI

Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, accessible videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS.

Method

Discussion

Integration

Discussion as a class, or in smaller groups will be used to encourage students to exchange ideas, findings and comprehension of course material in a learning environment where students feel safe and respected expressing differing views. Students will participate in asynchronous discussions using accessible video conferencing software. The instructor will facilitate questions for small group discussions related to the background of e-commerce, different e-commerce strategies, and building a logistics e-commerce presence.

DE Adaptations for MOI

Class and small group discussions will be used to encourage students to exchange ideas, share findings, and deepen their understanding of course material in a respectful and inclusive environment. Students will participate in asynchronous discussions using the CMS's discussion boards, chat, and group features. The instructor will facilitate prompts on topics such as the background of e-commerce, various e-commerce strategies, and building a logistics e-commerce presence. For synchronous interaction, video conferencing tools may be used for real-time group discussions or optional office hours. The instructor will actively participate in discussions and respond to student questions to support engagement and learning.

Method

In-class Exercises

Integration

In-class exercises facilitating student participation will be essential in this course. Each lecture will provide opportunities for student discussion and in-class exercises that will allow for feedback on topics including warehouse operations, how logistics impacts E-commerce, and goods out and export. Groups will be pre-arranged to ensure diversity in each group. Class participation will be inclusive, vital and enriched as students are able to provide input based on their understanding as well as their socio-cultural background.

DE Adaptations for MOI

In-class exercises facilitating student participation will be essential in this course. Each lecture will provide opportunities for student discussion and in-class exercises that will allow for feedback on topics including warehouse operations, how logistics impacts E-commerce, and goods out and export. Groups will be pre-arranged to ensure diversity in each group. Class participation will be inclusive, vital and enriched as students are able to provide input based on their understanding as well as their socio-cultural background. In-class exercises will be facilitated through the group and chat functions of the CMS and will meet accessibility guidelines. Using the chat, conversation and group features within CMS, students will be able to discuss their ideas throughout each lecture and group discussion. Students will participate in class discussions by participating in asynchronous discussions using accessible video conferencing software. All in-class exercises will meet accessibility guidelines.



Methods of Evaluation

Method

Exams/Tests

Integration

Exams will evaluate student comprehension of class material. Exams will include information on e-commerce, common warehouse functions, among other topics. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answer questions providing an equitable opportunity for all students. Exams will be evaluated based on accuracy and completeness.

DE Adaptations for MOE

Exams will be submitted to the online grading system within the CMS. Exams will be graded and evaluated based on accuracy and completeness and students will receive feedback within 72-hours via the grade book, chat, or other accessible conferencing tools. All exams/tests will meet accessibility guidelines.

Method

Papers

Integration

Papers will allow students to demonstrate their ability to write and articulate fundamental logistics principles in an equitable manner. Students will write a research paper on the topic of the link between logistics and e-commerce websites. Papers will be evaluated based on the students' ability to analyze class course content and incorporate it to support findings.

DE Adaptations for MOE

Papers/essays administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of paper/essays will be provided for students within one week using gradebook, live stream or accessible video conferencing software, inbox messaging, or other functions available through the CMS. All papers/essays, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Homework

Integration

Homework assignments will be assigned periodically to ensure understanding of course content. Assignments may include essays, class presentations, reports, and case studies. Homework assignments will cover warehouse operations, receiving and importing goods, and mobile processing platforms among other course concepts. Periodic homework assignments will evaluate students on their understanding of the course content. Homework will be evaluated based on accuracy and completeness.

DE Adaptations for MOE

Homework assignments administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of homework assignments will be provided for students within 72 hours using gradebook, live stream or accessible video conferencing software, inbox messaging, or other functions available through the CMS. All homework assignments, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Assignments

Assignment Type

Writing



In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a six-page essay based upon an oral interview with a logistics fulfillment center e-commerce associate. The assigned essay should include 1) The technical skills needed to manage a fulfillment center 2) The process of establishing a logistics e-commerce business 3) The multiple channels of logistics distribution that provide the final mile to an e-commerce business 4) The action plan that enables effective, and sustainable logistics for an e-commerce business.

How assignment will be adapted in online format

All assignments will be submitted through the CMS. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software within 72- hours of being submitted. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read the article "Diversity & Inclusion: Is the eCommerce industry doing its part?" published by Cranberry Panda on May 11, 2023 (<https://www.cranberrypanda.co.uk/ecommerce-blog-post/diversity-inclusion-ecommerce-industry>). This article explores how e-commerce companies are addressing diversity and inclusion and identifies gaps that still exist across the industry. After reading, you will join a small group discussion to explore how diversity, equity, and inclusion impact customer satisfaction, employee experience, and business outcomes in the e-commerce sector. Then, write a one-page reflection where you connect the article to your own experiences as a consumer or employee and propose one actionable step an e-commerce company could take to better support DEI.

How assignment will be adapted in online format

Groups will be randomly assigned by the instructor and will have 3-5 students. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software within 72- hours of being submitted.

Discussions and e-chat will be through group functions in the Course Management System. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research an E-commerce company that uses a logistics warehouse to get products to market. Write a three-page essay and include the following topics: 1) What kind of company it is? Business to business or business to consumer? 2) What is the entire logistics process from the customer placing the online order, to the warehouse receiving and picking the order, to the final delivery mile to the customer's doorstep?



How assignment will be adapted in online format

Research an E-commerce company that uses a logistics warehouse to get products to market. Write a three-page essay and include the following topics: 1) What kind of company it is? Business to business or business to consumer? 2) What is the entire logistics process from the customer placing the online order, to the warehouse receiving and picking the order, to the final delivery mile to the customer's doorstep? All assignments will be submitted through the CMS. Feedback will be provided based on the instructor's grading feedback policy via tools in the CMS such as the grade book, chat, or other accessible video conferencing software within 72-hours of being submitted. Any material for students and communications must meet accessibility guidelines.

Course Materials

Textbooks

Feuerlicht, G., & Govindaraju, M. (2024). Digital transformation and modernization of the e-commerce industry. Springer. <https://doi.org/10.1007/978-3-031-50289-7>

Laudon, K. C., & Traver, C. G. (2023). E-commerce 2023: Business, technology, and society (17th ed.). Pearson.

Harvard Business Review. (2025). Harvard Business Review. Harvard Business Publishing.

Other Resources

We will use library resources on International trade topics.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion is infused throughout the course. Through group discussions, students will be encouraged to analyze and discuss all new topics while pulling from their own unique knowledge and experiences. Group discussions will include topics such as

company culture and how it is critical for diversity, equity and inclusion to be infused in the company culture. Through diverse group discussion, students gain an appreciation for people's diverse backgrounds, cultures, and ethnicities. Assignments will lead students to consider issues related to racial/cultural diversity and potential inequities or bias in regards to performance evaluation of organizational responsibility. Students gain an appreciation for people of diverse ethnicities, cultures, and other diversities as they learn how e-commerce crosses physical and cultural boundaries through physical and digital transactions that foster the interweaving of multiple cultures.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is designed to promote equitable learning outcomes for all students. All course content including lecture, assignments, group discussions and projects will be presented through different instructional, diverse and equitable methods including interactive lectures, small group discussions, and self-reflection. There will be opportunities for feedback intertwined in all lessons to ensure students are grasping the content and do not fall behind. Discussions will also allow students to exchange ideas and comprehension of course material in a safe and respectful environment. When interacting, students will be encouraged to draw from their own cultural experiences, backgrounds, and socio-cultural backgrounds when participating in class discussions, completing assignments and class participation.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will occur regularly in both face-to-face and online versions of the course through structured group activities and discussions.

In the face-to-face course, students will engage in real-time, in-class discussions and group exercises designed to encourage collaboration and exchange of ideas. Pre-assigned small groups will work together during class sessions to explore key topics such as ethical and social issues in e-commerce, diversity and inclusion in company culture, warehouse operations, and the "uberization" of logistics. Groups will report their findings to the class through informal presentations or guided discussions.

In the online environment, student interaction will take place asynchronously via CMS discussion boards, chat functions, and collaborative tools such as shared documents and group workspaces. Students will be assigned to discussion groups, where they will work together to answer instructor-provided questions and explore core course topics. These discussions will promote peer-to-peer learning and include regular opportunities for students to respond to each other's posts, share insights, and submit group deliverables. In some modules, students may present findings through recorded presentations or collaborative posts, ensuring consistent and meaningful interaction throughout the course.

Explain how the course will incorporate instructor-to-student interaction.

In the face-to-face version of Introduction to E-Commerce, the instructor will guide students through complex topics such as digital platforms, e-logistics, B2B fulfillment, and warehouse automation using in-person lectures and real-world case studies. Class time will include interactive discussions on emerging technologies like blockchain and AI in e-commerce, as well as analysis of current DEI practices in the industry. The instructor will facilitate group activities that simulate supply chain decision-making and offer one-on-one support before and after class, as well as during scheduled office hours. Timely, constructive feedback on assignments such as consumer behavior analyses, platform evaluations, and logistics case studies will help students improve and apply concepts.

In the online version of Introduction to E-Commerce, instructor-to-student interaction will be adapted to ensure accessibility and engagement through the course management system. Course content—including video lectures, multimedia presentations, and readings—will be designed to meet accessibility standards, including screen reader compatibility, captioned videos, and accessible document formats. The instructor will communicate regularly through announcements, participate in discussion boards to guide critical thinking, and provide timely feedback on assignments. Weekly virtual office hours and individual meetings will be available to support students and ensure inclusive, responsive instruction throughout the course.

Explain how the course will incorporate student-to-content interaction.

Students will engage with course content through interactive lectures, case studies, and hands-on assignments that explore real-world e-commerce operations, including supply chain automation, warehouse management, and digital logistics platforms. Assignments such as platform comparison reports, DEI reflections, and logistics system evaluations will require students to apply concepts to current industry scenarios. In the online format, content will be adapted for accessibility and interactivity, including captioned video lectures, screen reader-compatible documents, and web-based simulations of transportation and warehouse management systems. Interactive quizzes, multimedia presentations, and guided exercises will help students test their understanding and remain actively engaged with the course material in both formats.

Explain how the course will incorporate student-to-self interaction (metacognitive).

In Introduction to E-Commerce, students will engage in student-to-self (metacognitive) interaction through reflective assignments that encourage them to connect course concepts to their personal experiences, career goals, and consumer behavior. For example,



students will analyze the supply chain journey of products they use daily, prompting reflection on how digital and physical logistics systems affect their lives. In both in-person and online formats, students will complete self-assessment quizzes and reflection prompts embedded in modules to monitor their own learning and progress. These activities will help students evaluate their understanding of key concepts such as DEI in e-commerce, fulfillment technologies, and ethical issues in online retail, fostering deeper personal insight and ownership of their learning.

Key: 2991