Course Syllabus
SCMS 3711 Business Analytics – Tools

Spring 2016, Section 501

Web-Assisted (“Hybrid”) Methodology
Onground Sessions: Tuesdays, January 19th – March 4th
5:30 – 8:30 PM, Classroom VJ-300

3.0 Credit Hours

(Last updated: December 18th, 2015)

Instructor: Roger Dean Iles, M.B.A., S.S.G.B.
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Office Hours: Tuesdays 1:30 – 4:30, Varnell-Jones Hall

Course Overview

With a focus on critical thinking, an introduction to predictive and prescriptive analytics methods and software for analysis and interpretation of common business decisions. Predictive analytics includes regression, time series analysis, and data mining. Prescriptive analytics focuses on linear and network models. Also, the course includes waiting line systems and computer simulation modeling.

Pre-Requisites/Co-Requisites:
SCMS 2710 or MATH 1530

Required Text:
  - Website www.CengageBrain.com is included; there is an access code provided with your textbook.
  - Includes PowerPoint slides, Excel workbooks, tutorials, etc. for each chapter.
Technical Requirements:

- Students in this section must have access to a computer with broadband internet access. This access is available in College and University computer labs, libraries, and many workplaces (verify authorization/permission from your employer!).
  - Please verify that you have access, as soon as possible – the interaction of this site with workplace firewalls, for instance, is unpredictable.
  - Please verify browser compatibility online at https://elearn.memphis.edu/d2l/tools/system_check/systemcheck.asp?ou=6638.
  - For assistance with technical issues, contact the UofM Helpdesk at 901-678-8888, or go online to HelpDesk.Memphis.edu.
    - These hyperlinks may not work from the “.pdf” form of this document – you may have to paste the addresses into your browser.
- All students in this section must have a Google Drive account with their UofM email address (username@memphis.edu) as its “username.” This is a free service from https://accounts.google.com/ServiceLogin?service=wise&passive=1209600&continue=https://drive.google.com/?tab%3Dwo%26authuser%3D0%23&followup=https://drive.google.com/?tab%3Dwo%26authuser%3D0&tmpl=drive
  - Please play the Introduction to Google Drive PodCast in eLearn.

Location of Course Materials:

- Modules and other assets at eLearn.Memphis.edu.
- Some other files may be posted at UMPeople.Memphis.edu/riles.

These hyperlinks may not work from the “.pdf” form of this document – you may have to paste the addresses into your browser.

Course Objectives:

1. Develop a knowledge base required for business analytics
2. Enhance tool and skill base for application of modeling and analytical tools to real-world managerial decision-making.
3. Applying managerial decision-making technologies.
4. Improve the critical-thinking process.
5. Enhance computer software skills.

Fogelman College: Learning Outcomes for Your Degree

BBA: http://www.fcbeassessment.net/LearningOutcomes/BBADegreeLearningOutcomes.pdf
BBA ACCTG:
http://www.fcbeassessment.net/LearningOutcomes/BBADegreeAccountancyLearningOutcomes.pdf
Course Methodology

**Web-assisted** (hybrid). Much of the learning will be self-managed, with opportunities for face-to-face assistance and clarification of course content from the Instructor and classmates. This has the benefit of accommodating each student’s unique schedule and learning style. The primary means of delivery will be online, including Learning Team activity, submission of assignments, and examinations, but attendance at onground sessions is important and **required** - this will have a significant impact on 10% of the course grade.

**Instructor’s Expectations:**

In general, you should assist the instructor in creating a positive, supportive environment for learning by staying engaged in the course and actively participating in all online and onground discussions.

**Student’s Expectations of the Instructor:**

In my role as your Instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within two (2) business days, and posting of grades for each module during its Examination period.

**Grading and Evaluation Criteria**

Over the semester, you will have a variety of opportunities to earn credit towards your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall (final) letter grades will be computed.

**Final Course Grades**

The grading scale is fairly standard:

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\begin{align*}
>93 &= A \\
92.9-90 &= A- \\
89.9-87 &= B+ \\
86.9-83 &= B \\
82.9-80 &= B- \\
79.9-77 &= C+ \\
76.9-73 &= C \\
72.9-70 &= C- \\
69.9-67 &= D+
\end{align*}
\]
66.9-60 = D

<60 = F

Your overall grade for the semester is based on how well you perform on a mixture of formal activities including discussions, homework assignments, and examinations. A detailed description of each of the assessed activities can be found after the scoring summary table below.

Summary of Graded Activities
Points earned on the assessed activities will be distributed as follows:

3 Examinations (60%) (20% each)

Discussion participation - classroom and online - (9%) (3%/Module)

Learning team Google Drive contribution (9%) (3%/Module)

Assignments (22%, equally distributed)

Course Topics:
Getting Started Module (available during the whole semester):

· Introduction to Google Drive PodCast

· Course Overview, January 19th, 2016, Classroom VJ 300
  · Please have the Syllabus read, and the text purchased, before this classroom session
  · There is an assignment due by February 5th!
    - see eLearn Content

MODULE I:

· Introduction (to Analytics): Camm, et.al., Chapter 1

· Descriptive Statistics: Camm, et.al., Chapter 2

· Decision Analysis: Camm, et.al., Chapter 12
MODULE II:

- **Linear Regression:** Camm, et.al., Chapter 4
- **Time Series Analysis and Forecasting:** Camm, et.al., Chapter 5
- **Data Mining:** Camm, et.al., Chapter 6
- **Spreadsheet Models:** Camm, et.al., Chapter 7

MODULE III:

- **Linear Optimization Models:** Camm, et.al., Chapter 8
- **Integer Linear Optimization Models:** Camm, et.al., Chapter 9
- **Monte Carlo Simulation:** Camm, et.al., Chapter 11

List of Formal Assessed Activities:

- Our eLearn space includes **Discussion** boards for each course topic.
  - Your Instructor has started a few “threads” on each board.
    - Students are to make value-adding contributions to these boards, from the text, the Virtual Lectures, and outside references.
    - Most valuable for credit is starting new threads addressing content not covered by your Instructor's or other students' threads.
  - Regular, **substantive** posting to our **Discussion** topics (something more than “Hi” or “I agree/disagree”) is **required**.
    - For this reason, access to the internet, preferably broadband, is necessary.
    - There is no deterministic standard for full credit for the part that the **Discussions** contribute your course grade, but one post to each topic, threaded directly under one of your instructor's opening posts or beginning a new thread, should be considered a **minimum** (good for half credit). More activity, including replying to other students' posts, will support a better course grade, and enhance the student's learning experience, too.
    - Posting in all threads, especially posts that don’t actually add any new content, **detracts** from the value of the board, and may detract from the student’s grade!
    - All postings, and email communications, must utilize appropriate, respectful language. Obscene or vulgar language is prohibited, as is “flaming” and posting/forwarding of SPAM.
• Classroom meetings, every Tuesday at 5:30 PM, are for reinforcement of text and Virtual Lecture material through discussions and informal questions and answers.
  o Attendance is mandatory.
• Three non-comprehensive examinations administered during the semester. Each of these exams will count 20% toward your course grade (each will have 20 multiple-guess-choice questions/problems, each of which is worth 1.0% of your course grade).
  o Students may use:
    o Non-programmable calculator
    o Textbook
    o “Hard copy” of your Learning Team’s Google Drive module “document”
  o No: cell phones or other communication devices may be running during the examination
  o No: consultation with other students!
• Important: Your instructor will assign each member of the section to a learning team of 4 or 5 members, for purposes of collaboration in studying for the examinations. These teams are managed entirely by their membership. Each team may choose a leader, or set up some rotation, but is not required to do so.
• Each learning team will be provided an exclusive eLearn Learning Team Discussion board, with links in it to the team’s Google Drive “documents” (see below).
  o An example of a use of this discussion board might be for selection of a leader, or assignment of a member to lead editing of each Document, or perhaps a particular topic.
  o All communication among Learning Team members should be conducted in the team’s Interaction board; any conversation over other channels should be summarized there. This will ensure all team members (and your instructor) can follow the work.
  o Your Instructor has created a “doc” for each module/examination, with a list of the competencies to be covered, and a “shell” of a study guide (basically a rough outline of the course content), for members to add to and edit.
    ▪ Your instructor will monitor, and may make corrections to the content of each team’s documents from time to time.
    ▪ A “hard copy” of each student’s Google Drive “doc” may be used in taking each examination.
  o Each LT’s Discussion board and Google Drive documents are only visible to members of that team.
Schedule of Activities:

**Getting Started Module** (available during the whole semester)

**Module I**, available thru February 1\textsuperscript{st}, 2016; Examination February 2\textsuperscript{nd}

- **Homework assignments**, due in our **Module I Dropbox** February 1\textsuperscript{st}:
  - Text Chapter 12, #’s 2 and 4

**Module II**, February 2\textsuperscript{nd} – 15\textsuperscript{th}; Examination February 16\textsuperscript{th}

- **Homework assignments**, due in our **Module II Dropbox** February 15\textsuperscript{th}:
  - Text Chapter 4, #’s 1, 2, 4, 9
  - Text Chapter 5, #’s 4, 5, 7, 10, 17, 23
  - Text Chapter 7, #’s 1 and 2

**Module III**, February 16\textsuperscript{th} – 29\textsuperscript{th}

- **Homework assignments**, due in our **Module III Dropbox** February 29\textsuperscript{th}:
  - Text Chapter 8, #’s 1, 2, 16
  - Text Chapter 9, #’s 1 and 10
  - Text Chapter 11, #’s 2 and 4

**Final Examination**, March 1\textsuperscript{st}, 5:30 PM, in our Classroom VJ 300

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Course Policies

**E-MAIL:**

Routine communication with your instructor, and classmates, should be conducted on our Discussion boards. This way all members of the section can see questions and their answers. Necessarily private conversations may be carried on with your instructor between any email address and Roger.Iles@Memphis.edu.

- Please avoid using eLearn’s email application to communicate with your instructor. For a variety of reasons, your instructor may be very slow in responding to any messages over this channel.
  - Your instructor will attempt to respond to “Pages” sent using the eLearn feature, which should be used sparingly, as always.
- Sensitive information such as grades and academic progress information can only be discussed face-to-face with the student. See your instructor’s office hours schedule and locations; appointments may be possible at other times, and also at the Carrier Center or Millington Center; no meetings will take place other than on a UofM campus.

Your instructor appreciates constructive criticism of the course, particularly suggestions for improvement. There is a Suggestion Box Discussion board in the Introduction Forum, with a link in the Introduction module in Content. For any comments or suggestions you may not want your classmates to see, there is a link from the Discussion board to an eLearn Dropbox.
Attendance:

While the majority of course activities are carried out online, attendance at all seven of our classroom meetings is critical to success in this course. You are expected to stay active and engaged throughout the academic term and keep up with the schedule of activities. Your full engagement in the class begins on the first day of the semester and should be maintained until the last assignment is submitted. Non-attendance or stopping attendance may potentially impact access to student loans in the future.

Adding/Dropping:

If you have questions about adding or dropping classes, please refer to this page on the Registrar's website.

Academic Integrity:

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your Instructor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College's Website on Academic Integrity.

Participation:

To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are expected participate in all interactive aspects of the course. You should also regularly communicate with the instructor as part of your overall learning experience, check into the course frequently for announcements (usually on the course home page), and actively participate in threaded discussion events (both formal and informal). You should plan on logging into the course at least three times each week.

Classroom and Online Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College's Netiquette website.
Late Assignments:

Except in extreme circumstances, no work will be accepted after the last date for its module, given above.

Extra Credit:

There is no extra credit offered in this course. Your final grade will be computed based on your work on the formal/assessed activities previously described in this syllabus.

Reporting Illness or Absence:

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit homework assignments and complete other requirements. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met:
(1) Extreme emergency and
(2) Instructor contacted prior to the due date.

Inclement Weather:

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as TigerText, an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Click Here for information on TigerText.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes by posting both notification and nature of change(s) in the News field on the course eLearn home page.

Student Services

Please access the FCBE Student Services page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance