

Tentative Syllabus for BUS 102
Business Analytics
Driehaus College of Business
DePaul University
Spring 2024

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Office Hours: Tuesdays 4:00 to 5:00 PM. It will be online.
The Zoom link will be posted on D2L.

Lectures: Tuesdays, Thursdays 1:30–3:00 at DePaul Center, Room 8209

Course Readings: There is no required textbook for the course, but there are several assigned readings. Assigned readings are posted on D2L under Content.

Course Website on D2L: This course makes extensive use of D2L (<http://d2l.depaul.edu>), the course management system used at DePaul University. If you have not used D2L before, please read the following training materials:

<https://resources.depaul.edu/student-success/technology/Pages/desire2learn.aspx>

Course Description: Businesses are increasingly turning to data analytics to evaluate and improve business decisions. The ability to collect, analyze, and use data to inform important decisions is a critical skill for modern business students. This course introduces the growing role of big data and quantitative strategies to answer business questions. To that end, you will analyze real-world business data and perform business analytics to solve problems in accounting, economics, finance, management, and marketing. The course also introduces some basic statistical techniques and the spreadsheet software Excel, which is used to analyze specific business problems.

Learning Outcomes:

- Understand the big picture of data analytics as a transformative force in the world of modern business
- Define big data and the increasing role of evidence-based decision-making to support business decision-making.
- Recognize the ethical implications of collecting, managing, and using data in business.
- Explain the differences between predictive, prescriptive, and descriptive analytics and the business questions that can be answered with each approach.
- Use Excel to perform basic statistical operations and prepare visual representations of business data.
- Apply the principles of business analytics to examples in marketing, finance, management and entrepreneurship, accounting, and economics.
- Communicate the insights and applications identified within quantitative data
- Identify opportunities to use analytics to address unstructured business problems

Course Modality: This course is presented in Flex Modality. The students can either attend in-person classes or join through Zoom. Attendance is required and is part of the participation grade. If joining online, **turning on cameras for the full session is required to receive credit for online attendance** (except for unique circumstances). The sessions will be recorded for subsequent viewing. Additional components of the course are asynchronous, including instructional materials and assignments. The following items are essential for this course:

- Frequent access to a computer that connects to the Internet.
- Access to DePaul email account; you need to check it regularly.
- Access to Microsoft Office (Word, Excel, PowerPoint). Currently enrolled students receive a subscription to Office 365 Education Plus. Students can install Microsoft Word, PowerPoint, Excel, Outlook, OneNote, Publisher, Access, and OneDrive for Business for the duration of their enrollment. Additionally, students receive OneDrive storage for academic work.

- The ability to view video files.

Excel for Data Analytics: Students will be required to use Microsoft Excel, including its statistical functions. Excel is an important tool for doing data analytics in the business world. Because students will enter the course with varying levels of prior exposure to data organizing programs like Microsoft Excel, Google Sheets, and Apple’s Numbers, the first part of the course includes an introduction to Excel with an introductory exercise. In the second part of the course, students will apply Excel to analyze data related to specific business disciplines.

Course Grading:

To assess the extent to which students have acquired the skills necessary for a strong foundation in business analytics, the course grading components are listed below, followed by the grading scale and descriptions of each component.

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|-----------------|------------------------------------|-----|
| | Class Attendance and Participation | 10 |
| | Online Discussions | 5 |
| | LinkedIn Certificate | 5 |
| Grading: | Individual Excel Assignments | 10 |
| | Group Assignments | 25 |
| | Midterm | 20 |
| | Final | 25 |
| | Total points | 100 |

Grading scale: The final Grading is based on: A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 60-66, F = ≤ 60

Decimals below 0.5 will not be rounded up. Grades are earned not given. Students should neither expect extra points nor ask for any other adjustment to their grades.

Description of Grade Components:

Class Participation:

Participation is a significant part of your grade. Attendance is required and is part of the participation grade. Class sessions are intended to be discussion-based, so active participation is essential. Form its 10 points, I will assign 7 points for attendance and 3 points for participation in discussions.

Online Discussions Students will be given opportunities to participate in online discussions. The topics will be presented on D2L The prompts associated with these posts will vary and include a range of questions including personal reflections, summarizing related articles that you've found, and exploring deeper questions related to what we covered in class. Each post should be about 100-150 words (i.e. a paragraph), but a little longer is ok. For each post, you must also respond to two of your classmate's posts. Think of this as a participation grade based on the degree of your participation in the D2L discussion forum. Participation includes reading and replying to other students' posts so that students can learn from one another. Ideally, the D2L discussion exercises become a routine of reading, replying, and posting, just like a social media forum. Please be respectful of each other when you write responses to each other's posts. Please also avoid using ChatGPT and other generative AI models. This is a violation of DePaul's academic integrity policy and will not help you learn.

Online Excel Module:

Students have different levels of knowledge and exposure to data organizing programs like Microsoft Excel, Google Sheets, and Apple's Numbers. To ensure that all students have an adequate understanding of these common data organizing programs, every student must complete an online module through LinkedIn Learning which is focused on Microsoft Excel (but generalizable to the other programs). The link to access the module is here

In Week 3, students will submit the certificate of completion for the Module.

Individual Excel Assignments:

By the end of Week 3 and Week 4, students will complete two individual Excel exercises. These exercises give students experience using Excel for business analytics before the cases and solidify what is learned from the LinkedIn Learning Certificate. These are individual (not group) assignments.

Group Assignments

Modules 5 through 9 of the course each cover a business discipline: marketing, management and entrepreneurship, accounting, finance, and economics. There is a case associated with each business discipline and students will work in groups of 3 on the cases. Instructions for the group case work will be provided on D2L. All of the submissions will include an Excel file with some form of work in Excel. Some of the submissions also will include some form of a written document associated with the work in Excel. For instance, a submission may be an Excel file that shows the mechanics of the data analysis and a writeup that explains the analysis and interpretation of the results. If you are in a group and one of the students in the group is not contributing, please notify the instructor.

Midterm and Final

There will be a midterm exam after Module 4 (end of Part I) of the course. The midterm might include multiple choice, Excel, and short answer questions related to the materials in the first half of the course. Details about the date of the midterm will be announced later during the quarter.

In addition, there will be a final at the end of the quarter. The final might include multiple choice, Excel, and short answer questions related to the material throughout the course. The format of the exam will be similar to the midterm. The goal of the final exam is to encourage students to take individual responsibility for learning the content of the course, including the application of analytics across business disciplines. Details about the timing of the final are in the course schedule later in this syllabus.

Timeline: It is very important to stay on top of your work and hand in your assignments on time. However, the quarter is a busy time with numerous competing interests. Additionally, even when one has the best intentions, things can randomly happen that prevent you from completing an assignment on time. Therefore, I will accept late homework assignments, but late homework assignments will be marked down 10 percent for each day they are late. Thus, if an assignment is due by 11:59 p.m. on the 10th, any assignment submitted on the 11th will be automatically marked down 10 percent. If it's submitted on the 12th, it will be marked down 20 percent, and so forth. This policy still incentivizes students to submit their homework on time but allows students some flexibility if need be.

Academic Integrity: All work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting Academic

Integrity at DePaul University (<http://academicintegrity.depaul.edu>). Violations of the academic integrity policy will result in a zero for that assignment/problem set/exam.

Excused Absence: To petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification form through the Dean of Students office.

<https://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx>

Students must submit supporting documentation alongside the form. The professor reserves the sole right to offer an excused absence and/or academic accommodations for an excused absence.

Resources for students with disabilities: Students who feel they may need accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) by emailing csd@depaul.edu and/or visiting the virtual office during the pandemic. The virtual office will be staffed Monday-Friday from 9:00 a.m. to 5 p.m. (CST).

Virtual Office: www.tinyurl.com/CSDVirtualOffices

Online Course Evaluations: Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continuing to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online at campusconnect.depaul.edu.

Sexual and Relationship Violence:

Academic relationships are based on communication, trust, and respect, and as a DePaul community, we share a commitment to take care of one another. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence or other trauma. In other instances, students may reach out to faculty as a potential source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussions does not, in itself, constitute a formal report to the University and will not begin the process of DePaul providing a response.

Those seeking to report an incident of sexual or relationship violence to DePaul should:

- use the attached link to do so here (https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4)
- contact the Title IX Coordinator (312-362-8066 or titleixcoordinator@depaul.edu) or
- contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400)

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

Enrollment/Withdrawal and Other Academic Policies: All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on registration policies can be found at DePaul Central.

- **Withdrawal:** Students who withdraw from the course do so by using the Campus Connection system (campusconnect.depaul.edu). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

- Administrative withdrawal: Administrative withdrawal appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the Division of Student Affairs website.

Syllabus Changes and Errors: The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems ?off? somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.