



## **EE627WS-Data Acquisition/Modeling/Analysis – Big Data Analytics**

*School of Engineering and Science*  
Spring 2026

Instructor: Rensheng Wang  
Contact Info: RWANG1@stevens.edu  
Office Hours: Friday 9AM ~ 4PM or Online Session by Appointment  
Course Web Address: <https://sit.instructure.com/courses/83668>  
Class Session URL: <https://stevens.zoom.us/j/96324276926>  
Office Session URL: <https://stevens.zoom.us/j/8971227209>

Prerequisite(s): EE603  
Corequisite(s): None  
Cross-listed with: None

### **COURSE DESCRIPTION**

Exposing the student to analytic tools used for data acquisitions, processing and modeling with the challenges in the big-data era. Tapping into the powerful tool of data analytics to create strategic advantage and identify new business opportunities. The studied datasets can vary from the traditional pure numerical data sets to more text related social network data. It includes the data pre-processing, feature extraction, model comparisons and selections, model induction and related forecasting or predictions.

Helping students extend the concepts learned in the EE prerequisites courses to more concrete applications scenarios, like predictive modeling, time series forecasting, e-Business recommendation systems etc, and learn how to apply appropriate analytic techniques and tools to analyzing the big data sets.

### **STUDENT LEARNING OUTCOMES**

- Analyze time-series and provide forecast
- Process huge volume set of data
- Prune and tune big data for feature selections
- Extra data inference/insights
- Tune the recommender system

### **COURSE MATERIALS**

- Textbook(s):** No assigned textbook.  
**Materials:** Lecture notes are posted weekly.

## TENTATIVE COURSE SCHEDULE

	<b>Topic(s)</b>	<b>Assignment</b>
Week 1	Introduction Feature Engineering, XGBoost	
Week 2	Time series analysis (I)	HW #1 due via canvas
Week 3	Time series analysis (II)	
Week 4	Market basket analysis /	
Week 5	Linear regression & logistic regression	
Week 6	Ensemble learning: Bagging and Boosting	
Week 7	Recommendation systems: Two-Tower Model	
Week 8	Deep Retrieval & Cold Start	
Week 9	<b>Midterm</b>	
Week 10	Final Project and Feature Engineering	
Week 11	From Hadoop to Spark Programming	
Week 12	Recommendation in PySpark	
Week 13	From Neural Networks to Deep Learning	
Week 14	Final Test	
	<b>Final Project Due</b>	

## **ACADEMIC INTEGRITY**

### **Graduate Student Code of Academic Integrity**

*All Stevens graduate students promise to be fully truthful and avoid dishonesty, fraud, misrepresentation, and deceit of any type in relation to their academic work. A student's submission of work for academic credit indicates that the work is the student's own. All outside assistance must be acknowledged. Any student who violates this code or who knowingly assists another student in violating this code shall be subject to discipline.*

All graduate students are bound to the Graduate Student Code of Academic Integrity by enrollment in graduate coursework at Stevens. It is the responsibility of each graduate student to understand and adhere to the Graduate Student Code of Academic Integrity. More information including types of violations, the process for handling perceived violations, and types of sanctions can be found at [www.stevens.edu/provost/graduate-academics](http://www.stevens.edu/provost/graduate-academics).

### **EXAM ROOM CONDITIONS**

The following procedures apply to quizzes and exams for this course. As the instructor, I reserve the right to modify any conditions set forth below by printing revised Exam Room Conditions on the quiz or exam.

1. Students may use the following devices during quizzes **and/or** exams. Any electronic devices that are not mentioned in the list below are not permitted.

Device	Permitted?	
	Yes	No
Laptops		X
Cell Phones		X
Tablets		X
Smart Watches		X
Google Glass		X
Other ( <a href="#">calculator</a> )	X	

2. Students **are not** allowed to work with or talk to other students during quizzes and/or exams.

### **LEARNING ACCOMODATIONS**

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. Student Counseling and Disability Services works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, and psychiatric disorders in order to help students achieve their academic and personal potential. They facilitate equal access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from SCDS staff. The SCDS staff will facilitate the provision of accommodations on a case-by-case basis. These academic accommodations are provided at no cost to the student.

#### ***Disability Services Confidentiality Policy***

Student Disability Files are kept separate from academic files and are stored in a secure location within the office of Student Counseling, Psychological & Disability Services. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability

documentation and records maintained by Stevens Disability Services. According to this act, prior written consent by the student is required before our Disability Services office may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

For more information about Disability Services and the process to receive accommodations, visit <https://www.stevens.edu/sit/counseling/disability-services>. If you have any questions please contact:

Lauren Poleyeff, Psy.M., LCSW - Disability Services Coordinator and Staff Clinician in Student Counseling and Disability Services at Stevens Institute of Technology at [lpoleyef@stevens.edu](mailto:lpoleyef@stevens.edu) or by phone (201) 216-8728.

## **INCLUSIVITY STATEMENT**

Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in education and innovation. Our community represents a rich variety of backgrounds, experiences, demographics and perspectives and Stevens is committed to fostering a learning environment where every individual is respected and engaged. To facilitate a dynamic and inclusive educational experience, we ask all members of the community to:

- be open to the perspectives of others
- appreciate the uniqueness their colleagues
- take advantage of the opportunity to learn from each other
- exchange experiences, values and beliefs
- communicate in a respectful manner
- be aware of individuals who are marginalized and involve them
- keep confidential discussions private