# Course Syllabus: Data Mining for Business

CSCI E-96

**DRAFT 10-23-2018**

Harvard Extension Spring 2019

Dates: January 28 – May 18, 2019

Time: Weds 8-10pm

Building: Maxwell-Dworkin G115

Instructor: Ted Kwartler, MBA

Email/Phone: [ehk116@gmail.com](mailto:ehk116@gmail.com); 330-780-5037

Office Hrs: Available upon request

## Important URLs:

**Piazza URLs:**

TBD

Access Code (if needed):

TBD

**Canvas URL:**

[TBD](https://canvas.harvard.edu/courses/53027)

**Streaming Information:**

Maxwell Dworkin G115 does not use Zoom to stream lectures, rather it is streamed via Opencast. Students will be able to access the live stream via a link on the Lecture Video page, which is usually posted within 24-48hours after the lecture. Additionally the lecture becomes live a minute before the start of class.

TBD : <https://canvas.harvard.edu/courses/53027/external_tools/22940>

Week 1 lecture will also be posted here:

TBD: https://matterhorn.dce.harvard.edu/engage/ui/index.html#/2019/01/15736

**Github Repo:**

<https://github.com/kwartler/HarvardSpringStudent2019>

## Prerequisites:

* Textbook: Data Mining for Business Analytics: Concepts, Techniques, and Applications in R

ISBN-10: 1118879368

Harvard Coop Bookstore link for the book: <https://tinyurl.com/300-CSCI-E-96-F18-1>

* Software: R & R-Studio
  1. If you are not familiar with R Studio please take a short introduction to R online course at Lynda.com or DataCamp.com
* Access to git software to download data sets and class material or ability to download directly from the Internet
* A webcam or other method to record case presentations & upload to the University’s approved site
* Be prepared to obtain a free zoom account as each group will need a single zoom participant to record case presentations
* This semester we will be using <https://rstudio.cloud/> as a trial to avoid local laptop issues for students. This will ensure all students are on the same environment and time won’t be spent with technical troubleshooting. As a result, please sign up for a free account.

## Course Learning Objectives:

If you stay engaged in the course and complete the suggested readings and assignments:

You will be able to think systematically about how data is used to make business decisions. This objective will be accomplished through the use of ideas from statistics, economics and computer technology and using business related case studies.

Students will learn how to implement a variety of popular data mining algorithms in R (a free and open-source software) to tackle business problems and identify opportunities. This course will help introduce the basics of R in data mining.

**As a business leader, you will acquire the skill of applying data science concepts within business domains to improve decisions and learn how data scientists approach projects.**

**As a data scientist, you will acquire practical applications of data mining methods that are used in many of today’s most successful organizations as well as being to understand what business stakeholders expect of data scientists.**

## Attendance:

Regular attendance and remote participation on the class forum is essential to the successful completion of this course. Attendance will be taken regularly for on campus sessions and forum participation will be monitored for remote participants. You are responsible for material covered in class even if you have not attended class or watched the recorded lectures. Given the amount of information covered, missing more than 1 class session for any reason may result in an automatic reduction in course grade. Unsatisfactory attendance may result in a failing grade. You should plan on spending at least three hours of independent study for each hour of class attendance.

## Code of conduct:

This course expects you to uphold and report violations of the Extension School code of conduct found [here](https://www.extension.harvard.edu/resources-policies/student-conduct). Further, all assignments are the responsibility of each *individual* pupil unless assigned as a group assignment. Utilizing the class forum, online resources, teaching assistants, and the class professor to ask questions is (of course) acceptable but copying another peer’s work is considered a violation of the University code of conduct.

You are responsible for understanding Harvard Extension School policies on academic integrity ([www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity](http://www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity)) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting "the wrong draft", or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism ([www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism](http://www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism)), where you'll find links to the Harvard Guide to Using Sources and two, free, online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.  
  
Accessibility  
The Extension School is committed to providing an accessible academic community. The Disability Services Office offers a variety of accommodations and services to students with documented disabilities. Please visit [www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility](http://www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility) for more information.

## Grading:

A course grade will be assigned on the basis of student performance on examinations, homework assignments, a written assignment, attendance and participation and group work. Remote students will take their final exam online which proctors through a webcam. More details will be shared during class. On campus pupils will attend a class session for in person proctoring.

No late homework will be accepted under ANY circumstances. Failure to submit submissions through the University approved portal by the assignment deadline will be considered late and not accepted. Submissions to any other location will not be accepted. During exams, no phones, tablets or computers should be used even as calculators. If you need a calculator you must bring one to your examination period. A student may prepare a single, double sided 3inch by 5inch, *handwritten* index card for use during any examination. Cards that are larger, typed or multiple cards will constitute cheating according to Harvard’s academic integrity policies.

* Class participation, attendance, and online forum participation 10% of final grade
* Case I 15% of final grade
* Case II 20% of final grade
* Final Exam 20% of final grade
* Written assignment 15% of final grade
* Homework Assignments 20% of final grade

## Writing Assignment

Fifteen percent of the final grade will be determined by the quality and completeness of a 900 to 1200 word ***essay concerning ethical implications of data mining within a business context***. Approximately, no more than 25% of the essay should comprise a summary and synthesis of the assigned data science ethics articles. The balance of the essay can incorporate new literary sources and/or student reflections for how business is affected by the rise of cheap computing, large scale creation and storage of data and development of new algorithms. Example questions to spur creative reflection include (but are not limited to):

* Is it ok to have a “black box” algorithm where users do not know how it functions?
* Is there an ethical duty to tell users you are collecting information and reselling it or simply bury it in a terms of service agreement? Does anyone really read the agreements?
* Are algorithmic traders crowding out less sophisticated retail investors? Does the market have a duty to train others, disclose code based on open source licenses or report market manipulation?

While defining an ethical framework can be a personal matter, the organization and robustness of your argument along with supporting statements to the argument are subject to evaluation. It is not the case that all ethical actions are relative or that ethical considerations are incapable of objective evaluation. Further the level of sophistication you demonstrate in understanding the issue discussed, addressing applicable opposing viewpoints and the logical structure of your tenets will impact your grade. Lastly, primary source philosophical paradigms, not mere opinions should be used as a foundation for your logical construction of what is ethical in a data mining and business context.

Each page should have a header with a clear label including the author, date, page number and title. As a personal reflection paper concerning ethics, APA or similar citation method is *not* necessary.

## Group Case Presentations

The cohort will be broken up into groups of ~4. Each group will working on a two business cases that use data to affect the outcome. Each group will create and upload verbal presentations for review and grading. During the recorded presentation, each individual in a group is expected to present a portion of the group’s effort. Presentations will be graded on their use of data, code demonstration (if applicable), strategic business thinking, succinctness, persuasiveness, qualitative understanding of the business objective, and overall presentation skills. Each group presentation is to be no more than 15minutes in length. All supporting material including scripts, visuals and or presentation slides will also need to be turned in for review.

## Classes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | 8-9pm | 9-10pm | Reading Due | Assignments Due |
| Jan 30 | Introduction & Administrative | Intro to Data Mining | NA |  |
| Feb 6 | Intro to R | | Chapter 1  Chapter 2 | 1. Piazza introduction post  2. C2.1 Data Mining Techniques  3. C2.2 Data Partition  4. C2.3 Data Sample  5. C2.4 Modeling Steps |
| Feb 13 | Data Mining in a Business Workflow | Data Preprocessing  Donor Bureau Case | Chapter 3 | 6. Day2\_Homework\_v2.R |
| Feb 20 | Regression | Logistic Regression | Chapter 6  Chapter 10 | **CASE I. OK Cupid Case Upload** |
| Feb 27 | Model Evaluation | KNN | Chapter 7 | 7. C6.1 Predicting Boston Housing Prices  Only do a, & b  8. C10.3 Sales of Riding Mowers  Only do a, b,c & d |
| Mar 6 | Decision Tree | Random Forest | Chapter 9 | 9. C7.2 Personal Loan Acceptance\* |
| Mar 13 | Time Series Forecasting | Equity Trading | Chapter 16  Chapter 17 | 10. C9.3 Predicting Prices of Used Cars  Only do A |
| **Mar 20** | **Spring Break No Class** | | | |
| Mar 27 | Financial Risk Modeling | Non-Traditional Investment Modeling   * Possible Guest Speaker TBD | Chapter 18 | 11. C16.1 Impact of 9/11 on Air Travel  Sales customers case  12. 16.4 Shipments of House Hold Appliances  13. C16.7 Shampoo Sales |
| Apr 3 | Data Sources with R - APIs | Reporting Automation | NA | 14. C18.9 Australia Wine Sales  Only do a, & b  15. 1\_REVISED\_TTR\_homework.R for any equity not covered in class.\* |
| Apr 10 | Collaborative Filtering | Association Rules | Chapter 14 | Using an json file provided:  16. Create a script to construct a powerpoint with lib(officer)  17. Create a script to construct a flexdashboard |
| Apr 17 | Text Mining | Text Mining | Chapter 20 | 18. C14.2 Identifying Course Combinations |
| Apr 24 | Ethical considerations of Data mining | Ethical considerations of Data mining | Ethics Articles | 19. Post an ethical and data related article and 6 sentence summary to Piazza.  20. Using text data provided, build a wordcloud, comparison.cloud and commonality cloud |
| May 1 | Guest Speakers   * Greg Cochara, VP Fusion Media Group (The Onion, Clickhole etc.) * Victor Arias, Senior Account Supervisor, Edelman (Advertising) * Ross Leav, Snr Dir, Presidio Ventures (Venture Capital) - *possibly* | | NA | **CASE II. Banking Case Upload** |
| May 8 | Comprehensive Final | | NA | **Writing Assignment** |

## Graduate Credit Students

This course is open to non-credit, graduate and undergraduate students. As a result, the course experience will vary for each cohort.

Noncredit students may submit presentations, homework, and the ethics paper. Your assignments will receive feedback to improve your acumen. However noncredit student may not take exams or receive letter grades.

Graduate credit students are expected to do more work and perform at higher standards than undergraduate credit students. On the midterm and the final, there will be additional knowledge tested for graduate credit students. These may include but are not limited to additional multiple choice questions, short form answers or coding sections. Further, a graduate credit student’s ethics paper should incorporate an additional 3 sources of information beyond the assigned reading.

## Grading Scale

You earn the grade based on assignments according to the scale below. Grades are not curved to fit a predetermined distribution. A student’s degree or certificate candidacy will not have any impact on a course grade. Note there are no “minus” grades given in the course. It is the belief of the instructor that minus grades constitute a false precision in many academic courses and further penalize frequent “A-“ students since there is no way to obtain an “A+” to rebalance a GPA.

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| --- | --- | --- |
| Max | Min | Grade |
| 100 | 90 | A |
| 89.9 | 87 | B+ |
| 86.9 | 80 | B |
| 79.9 | 77 | C+ |
| 76.9 | 70 | C |
| 69.9 | 67 | D+ |
| 66.9 | 60 | D |
| 59.9 | 0 | F |