# Course Syllabus: Data Mining for Business

CSCI E-96

**DRAFT 1-24-2018**

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)

Office Hrs: Available upon request

## Important URLs:

**Piazza**<https://piazza.com/class/jr99m5oqf5m6zi>

**Canvas**<https://canvas.harvard.edu/courses/54698>  
  
**Canvas Chat (only for distance students)**<https://canvas.harvard.edu/courses/54698/external_tools/1>  
Canvas Chat is only for remote live participants to ask questions. **This   
Chat will be monitored (and responded) only during lecture hours.**  All   
questions outside the actual lecture hours must be asked via Piazza posts.

**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 or recorded lecture via a link on the Lecture Video page. Recordings are usually posted within 24-48hours after the lecture. The live lecture becomes active approximately 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-W19-CSCI-E-96-1

* 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.

Homework is accepted up to 12 hours late. Any homework submitted after the deadline but before 12 additional hours will be penalized 10%. After 12 hours no late homework will be accepted under ANY circumstances. Pupils are expected to manage their own time and submit their work accordingly. 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, and online forum participation 10% of final grade. The course is a collaborative learning environment. The expectation is that *all* students will view, comment and ask questions on Piazza, request office hours as needed, and if offered attend or comment (on Piazza) for recorded lab sessions. Class participation is not free credit. If students do not contribute, they will not receive class participation credit.
* 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. Homework will be due the Thursday after it is assigned ie Thursdays (11:59 pm). Homework will be formatted according to this video concerning markdown and “knitr”: <https://piazza.com/class/jr99m5oqf5m6zi> Poorly formatted homework is subject to a grading penalty of 10%.

## 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 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, actions stakeholders can take to mitigate issues and the logical structure of your essay 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

Students are expected to form groups of 3 or 4 by Feb 10 to work on case studies. The teaching   
staff reserves the right to add new members to groups having only three or less members or to remove members from groups having five or more members. Each group will work on 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.

Once you join a case group you are not permitted to leave and join another. You are not permitted to work by yourself in a group of one. If you need help getting into a group, reach out to a TF. Complaining about poor performing group peers is not helpful nor does it change the case expectations. In many real world scenarios, some teammates are stronger than others, leave jobs or have more time for a project. As a result, no adjustments to case evaluations are allowed no matter the circumstances. Graduate and adult course work at an elite college means you are expected to overcome any case difficulties. In the end, each team member is expected to perform an equal proportion of the case and the team is graded with this understanding.

## Classes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | 8-9pm | 9-10pm | Reading Due | Assignments Due by Thursday end of dayThursdays (11:59 pm) |
| Jan 30 | Introduction & Administrative | Intro to Data Mining | NA |  |
| Feb 6 | Intro to R | | Chapter 1  Chapter 2 | 1. Piazza introduction post  2. Initial Reflection essay (12-15 sentences)  3. C2.1 Data Mining Techniques  4. C2.2 Data Partition  5. C2.3 Data Sample  6. C2.4 Modeling Steps |
| Feb 13 | Data Mining in a Business Workflow | Data Preprocessing  Donor Bureau Case | Chapter 3 | 7. 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 | 8. C6.1 Predicting Boston Housing Prices  Only do a, & b  9. C10.3 Sales of Riding Mowers  Only do a, b,c & d |
| Mar 6 | Decision Tree | Random Forest | Chapter 9 | 10. C7.2 Personal Loan Acceptance |
| Mar 13\*  *Taught by TF* | Time Series Forecasting | Equity Trading | Chapter 16  Chapter 17 | 11. 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   * Tentative Guest: Daniel Chang, VintageMagic.com | Chapter 18 | 12. C16.1 Impact of 9/11 on Air Travel  \*use Sept11Travel\_REVISED.csv  13. 1\_REVISED\_TTR\_homework.R for any equity not covered in class.\* |
| Apr 3 | Data Sources with R - APIs | Reporting Automation | NA | 14. C18.9 Australia Wine Sales  Only do a, & b |
| Apr 10 | Collaborative Filtering | Association Rules | Chapter 14 | 15. Create a script to construct a powerpoint with lib(officer)  16. Create a script to construct a flexdashboard |
| Apr 17 | Text Mining | Text Mining | Chapter 20 | 17. C14.2 Identifying Course Combinations |
| Apr 24 | Ethical considerations of Data mining | Ethical considerations of Data mining | Ethics Articles | 18. Post *new* an ethical and data related article and 6 sentence summary to Piazza.  19. Using text data provided, build a wordcloud, comparison.cloud and commonality cloud  20. Final reflection essay (12-15 sentences) |
| May 1 | Guest Speakers, *awaiting confirmation*   * Shannon Thomas,   + Operations Executive, AmazonGO * Angela Chow   + Analytics Manger, Wayfair.com * Bob Spina   + CTO, homesite.com * Ross Leav   + Venture Capitalist, Presidio Ventures | | NA |  |
| May 8 | Study Week – No class | | NA | **CASE II. Banking Case Upload** |
| May 12 to 13 | Remote Proctored **Final Exam** allowing for one weekend and weekday examination period | |  | **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 case 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. Similarly a graduate writing paper needs to demonstrate nuanced sophistication of the ethical considerations presented along with appropriate counter arguments

## 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, certificate candidacy, or funding status will not have any impact on a course grade. “Needing an A” for any reason is not sufficient to earn an A 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. To the student’s benefit, one can still earn a “plus” on their final grade according to the scale below.

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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 |