**1. Course and Instructor Information**

|  |  |
| --- | --- |
| **College :** | **College of Science** |
| **Department :** | **Information Technology & Information Systems Department** |
| **Course Title :** | **Fundamentals of Business Analytics** |
| **Course Code :** | **IS BA 101** |
| **Pre-Requisite :** | **NONE** |
| **Co-Requisite :** | **NONE** |
| **Credit Units :** | **3 Unit Lecture / 3 Hours per Week** |
| **Instructor :** | **MS. QUINTINA R. VERCELES**  **Email Address : quintina.verceles@adamson.edu.ph**  **Telephone Number : Office 524-20-11 local 325** |

**2. Course Description**

This course aims to expose the students to the best practices and cutting edge technologies which are used for transforming business data into useful information. It focuses on the cultivation of a sense of viewing business problems from a data perspective and critical thinking in business analytics. It also provides the fundamental concepts and methods needed to understand the emerging role of business analytics in an organization. Through equipping students with a solid understanding of the principles, methods and technologies for business analytics, students can apply business intelligence tools to effectively address various issues faced by organizations. This prepares the students in planning basic business analytic methods to improve the performance of an organization, and communicating with analytics professionals to effectively use and interpret analytic models and results for making better business decisions. Fundamentals of descriptive analytics, predictive analytics, and prescriptive analytics are covered.

1. **Course Outcomes (CO) and Relationship to Student Outcomes (SO) & Institutional Graduate Outcomes (IGO)**

|  |  |  |
| --- | --- | --- |
| **Course Outcomes** | **Student Outcomes** | **Institutional Graduate Outcomes** |
| CO1. Illustrate and apply the theories, concepts, methods and models of business analytics. | a. Apply knowledge of business processes, computing, mathematics and social sciences appropriate to Information Systems. | **IGO No. (1)** Generate ideas, plans and multiple perspective in various field to solve current needs and issues of society with preference for the socially disadvantaged. |
| CO2. Demonstrate ability to analyze problems, choose appropriate analytic methods needed towards solving the specific issues. | b. Analyze a problem, identify and define the computing requirements with respect to organizational factors appropriate to its solution and plan strategies for their solution. | **IGO No. (2)** Utilize appropriate technologies, methods and techniques to provide practical and innovative solutions that achieve their intended purpose. |
| CO3. Compare different analytical methods and choose the appropriate ones based on organizational constraints. | c. Evaluate information systems in terms of general quality attributes and possible trade-offs presented within the given requirement. |
| CO4. Integrate information technologies with data science methods to create data sets and extract value from it. | d. Design, implement, and evaluate information systems, processes, components, or programs and to source cost-benefit efficient alternatives to meet desired needs, goals and constraints. |
| CO5. Construct descriptive, predictive and prescriptive models to support business decision-making. |
| CO6. Propose a plan for basic business analytic methods to address various problems or opportunities. | e. Use knowledge and understanding to enterprises in modeling and design of information systems. | **IGO No. (5)** Make decisions and courses of actions by integrating concepts, theories, practical approaches based on Christian principles. |
| CO7: Practice cooperation in group activities and lead a team with a diverse set of skill sets towards solving business problems. | g. Function effectively on teams (recognizing the different roles within a team and different ways of organizing teams) to accomplish a common goal. | **IGO No. (4)** Manifest affective and effective leadership qualities with integrity to contribute positively to the accomplishment of objectives and goals in ethical ways. |

**4. Course Outcome-Student Outcome Matrix**

|  |  | **STUDENT OUTCOMES** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE OUTCOMES** | **Course Intended Learning Outcomes** | **a** | **b** | **c** | **d** | **e** | **f** | **g** | **h** | **i** | **j** | **k** |
| CO1. Illustrate and apply the theories, concepts, methods and models of business analytics. | CILO 1: Relate business core processes to its Information Technology requirements. | *I* |  |  |  |  |  |  |  |  |  |  |
| CILO 2: Discover the types of digital data and compare the difference between them. | *I* |  |  |  |  |  |  |  |  |  |  |
| CO2. Demonstrate ability to analyze problems, choose appropriate analytic methods needed towards solving the specific issues. | CILO 3: Discover On-Line Transaction Processing, On-Line Analytical Processing and the Data Models for them. |  | *D* |  |  |  |  |  |  |  |  |  |
| CO3. Compare different analytical methods and choose the appropriate ones based on organizational constraints. | CILO 4: Discover Descriptive Analytics through the use of statistical methods. |  |  | *E* |  |  |  |  |  |  |  |  |
| CILO 5: Discover Predictive Analytics through modeling and data mining. |  |  | *E* |  |  |  |  |  |  |  |  |
| CILO 6: Discover Prescriptive Analytics through modeling and nonlinear optimization. |  |  | *E* |  |  |  |  |  |  |  |  |
| CO4. Integrate information technologies with data science methods to create data sets and extract value from it. | CILO 7: Discover data warehousing and data integration. |  |  |  | *E* |  |  |  |  |  |  |  |
| CILO 8: Discover data mining algorithms. |  |  |  | *E* |  |  |  |  |  |  |  |
| CO5. Construct descriptive, predictive and prescriptive models to support business decision-making. | CILO 9: Discover data modeling, data modeling techniques and dimensional models. |  |  |  | *E* |  |  |  |  |  |  |  |
| CILO 10: Construct enterprise reports and dashboards. |  |  |  | *E* |  |  |  |  |  |  |  |
| CILO 11: Discover statistics and its role in analytics. |  |  |  | *E* |  |  |  |  |  |  |  |
| CO6. Propose a plan basic business analytic methods to address various problems or opportunities in an organization. | CILO 12: Demonstrate the application of analytics. |  |  |  |  | *D* |  |  |  |  |  |  |
| CO7: Practice cooperation in group activities and lead a team with a diverse set of skill sets towards solving business problems. | CILO 13: Demonstrate business analytics through the use of a case problem. |  |  |  |  |  |  | *D* |  |  |  |  |

**I** - Introductory, **E** – Enabling, **D** – Demonstrative

1. **Course Output**

As evidence of attaining the above course intended learning outcomes (CILO), the student is required to accomplish and submit the following at the end of the term as part of the student course portfolio:

|  |  |  |
| --- | --- | --- |
| **COURSE OUTCOMES** | **Course Intended Learning Outcomes** | **Required Output** |
| CO1. Illustrate and apply the theories, concepts, methods and models of business analytics | CILO 1 | Quizzes  Preliminary Exam |
| CILO 2 |
| CO2. Demonstrate ability to analyze problems, choose appropriate analytic methods needed towards solving the specific issues. | CILO 3 |
| CO3. Compare different analytical methods and choose the appropriate ones based on organizational constraints. | CILO 4 |
| CILO 5 |
| CILO 6 |
| CO4. Integrate information technologies with data science methods to create data sets and extract value from it. | CILO 7 | Quizzes  Midterm Exam |
| CILO 8 |
| CO5. Construct descriptive, predictive and prescriptive models to support business decision-making. | CILO 9 |
| CILO 10 |
| CILO 11 | Quizzes  Project Presentation and Documentation  Final Exam |
| CO6. Propose a plan basic business analytic methods to address various problems or opportunities in an organization. | CILO 12 |
| CO7: Practice cooperation in group activities and lead a team with a diverse set of skill sets towards solving business problems. | CILO 13 |

1. **Rubrics**
2. **Assessment Rubric for Project Presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **4**  **(Beyond Expectations)** | **3**  **(Meets Expectations)** | **2**  **(Minimally Acceptable)** | **1**  **(Unacceptable)** | **Score** |
| 1. **Documentation** | | | | | |
| 1. **Content** | Information is complete and well supported by detail, significantly increasing the reader's knowledge of the topic. | Information is complete with basic supporting details, increasing reader’s knowledge at least to some degree. | Important information is missing, or there are few supporting details. | The presentation does not include information on the major points. |  |
| 1. **Organization-Structural Development of the Idea** | The document demonstrates logical and subtle sequencing of the ideas through well-developed paragraphs; transitions are used to enhance organization | Paragraph development present but not perfected | Logical organization; organization of ideas not fully developed | No evidence of structure or organization |  |
| **Total Score** | | | | |  |
| **Grade = (Total Score/8)x100** | | | | |  |
| 1. **Individual Skills** | | | | | |
| 1. **Organization and Mechanics** | The introduction captures audience attention and gives a clear statement of purpose.  The main part of the presentation is well organized, sequential, and well supported by detail.  The closing provides a thorough summary of all of the major points. | The introduction states the purpose but does not capture the attention of the audience.  The main part of the presentation is organized and sequential with some supporting details.  The closing provides a basic summary of the most major points. | The introduction is unclear or fails to capture audience attention.  The body of the presentation is confusing with limited supporting details.  The closing is unclear or does not include many of the major points. | No introduction is used to capture audience attention.  The body of the presentation needs organization and supporting details.  A suitable closing is missing. |  |
| 1. **Vocabulary** | The member demonstrates a rich vocabulary appropriate to the topic. | Vocabulary is appropriate to the topic, with some lapses. | The member's topic related vocabulary is limited. | The member has not mastered key words and phrases relevant to the topic. |  |
| 1. **Q&A** | Able to handle all Q&A well and able to anticipate questions | Able to handle most Q&A | Able to handle some Q&A | Unable to handle most Q&A |  |
| **Total Score** | | | | |  |
| **Grade = (Total Score/12)x100** | | | | |  |
| 1. **Teamwork** | | | | | |
| 1. **Delivery** | Presentation is interesting, eloquently delivered and with enthusiasm | Audience is able to follow presentation which is delivered well and smoothly | Audience has difficulty following presentation and flow of information can be improved | Presentation is not comprehensible by audience and/or does not match slides |  |
| 1. **Collaboration with Peers** | The group members almost always listen, share and support each other | The group members usually listen, share and support each other | The group members often listen , share and support each other | The group members rarely listen, share, and support each other |  |
| 1. **Level of Technical Understanding** | Able to explain all project’s technicalities and overcome associated technical limitations | Able to explain most project’s technicalities and understands associated technical limitations | Able to explain some project’s technicalities | Does not comprehend project’s technicalities |  |
| **Total Score** | | | | |  |
| **Grade = (Total Score/12)x100** | | | | |  |
| **D. Feasibility** | | | | | |
| 1. **Project Overview** | Effectively and insightfully develops a set of feasible, supportable and impactful research study relevance | Develops a set of feasible and supportable research study relevance | Develops some research study relevance | Research study is not justifiable |  |
| 1. **Maintains Purpose/Focus** | The proposal is well organized and has a tight and cohesive focus that is integrated throughout the document and presentation | The proposal has an organizational structure and the focus is clear throughout | The proposal is somewhat focused or has minor drifts in the focus | The document lacks focus or contains major drifts in focus |  |
| **Total Score** | | | | |  |
| **Grade = (Total Score/8)x100** | | | | |  |

1. **Learning Plan**

| **Week No.** | **Course Intended Learning Outcome (CILO)** | **Topics** | | **Teaching and Learning Activities** | **Assessment Task** |
| --- | --- | --- | --- | --- | --- |
| 1-2 | CILO 1: Relate business core processes to its Information Technology requirements.  (CO1) | Orientation   1. Course syllabus 2. Grading system | | Lecture: Discussion  Show and Tell  Questioning to Check for Understanding  Practice Problem Exercises  Summarize New Learning in A Graphical Way  Nurture Meta-Cognition in Business through IT requirements | Recitation/ Class Participation  Formative Assessment  Research Assignment |
| 1 | Business View of Information Technology Applications  1.1 Business Enterprise Organization, Its Functions, and Core Business Processes  1.2 Baldrige Business Excellence Framework  1.3 Key Purpose of using IT in Business  1.4 The Connected World: Characteristics of Internet-Ready IT Applications  1.5 Enterprise Applications (ERP/CRM, etc.) and Bespoke IT Applications  1.6 Information Users and Their Requirements |
| 3 | CILO 2: Discover the types of digital data and compare the difference between them. (CO1) | 2 | Types of Digital Data  2.1 Introduction to Types of Digital Data  2.2 Getting into Database  2.3 Getting to Know Structured Data  2.4 Getting to Know Unstructured Data  2.5 Getting to Know Semi-Structured Data  2.6 Difference Between Semi-Structured and Structured Data | Lecture: Discussion  Show and Tell  Nurture Meta-Cognition in the types of Digital Data | Research Assignment  Recitation/ Class Participation  Extended Learning Activities |
| 4 | CILO 3: Discover On-Line Transaction Processing, On-Line Analytical Processing and the Data Models for them. (CO2) | 3 | Introduction to OLTP and OLAP  3.1 OLTP (On-Line Transaction Processing)  3.2 OLAP (On-Line Analytical Processing)  3.3 Different OLAP Architectures  3.4 OLTP and OLAP  3.5 Data Models for OLTP and OLAP  3.6 Role of OLAP Tools in the BI Architecture  3.7 Should OLAP be Performed Directly on Operational Databases?  3.8 A Peek into the OLAP Operations on Multidimensional Data  3.9 Leveraging ERP Data Using Analytics | Lecture: Discussion  Show and Tell  Nurture Meta-Cognition in OLTP and OLAP  Practice Problem Exercises  Distance Learning using the AdU-LMS  Summarize New Learning in A Graphical Way | Research Assignment  Recitation/ Class Participation  Formative Assessment  Extended Learning Activities |
| 5 | CILO 4: Discover Descriptive Analytics through the use of statistical methods. (CO3) | 4 | What Are Descriptive Analytics?  4.1 Visualizing and Exploring Data  4.2 Descriptive Statistics  4.3 Sampling and Estimation  4.4 Introduction to Probability Distributions  4.5 Marketing/Planning Case Study Example: Descriptive Analytics Step in the BA Process | Lecture: Discussion  Show and Tell  Application in Descriptive Analytics Step in the BA Process | Recitation/ Class Participation  Individual Case Study  Summative Assessment |
| 6 | CILO 5: Discover Predictive Analytics through modeling and data mining. (CO3) | 5 | What Are Predictive Analytics?  5.1 Predictive Modeling  5.2 Data Mining  5.3 Continuation of Marketing/Planning Case Study Example:  Prescriptive Analytics Step in the BA Process | Lecture: Discussion  Show and Tell    Application in Predictive Analytics Step in the BA Process | Extended Learning Activities  Individual Case Study  **Preliminary Examination** |
|  | | | | | |
| 7 | CILO 6: Discover Prescriptive Analytics through modeling and nonlinear optimization. (CO3) | 6 | What Are Prescriptive Analytics?  6.1 Prescriptive Modeling  6.2 Nonlinear Optimization  6.3 Continuation of Marketing/Planning Case Study Example:  Prescriptive Step in the BA Analysis | Lecture: Discussion  Show and Tell  Application in Prescriptive Analytics Step in the BA Process | Research Assignment  Recitation/ Class Participation  Individual Case Study |
| 8 -9 | CILO 7: Discover data warehousing and data integration. (CO4) | 7 | Basics of Data Integration  7.1 Need for Data Warehouse  7.2 Definition of Data Warehouse  7.3 What is a Data Mart?  7.4 What is then an ODS?  7.5 Ralph Kimball’s Approach vs. W.H. Inmon’s Approach  7.6 Goals of a Data Warehouse  7.7 What Constitutes a Data Warehouse?  7.8 Extract, Transform, Load  7.9 What is Data Integration?  7.10 Data Integration Technologies  7.11 Data Quality  7.12 Data Profiling | Lecture: Discussion  Show and Tell  Students Working Together in productive ways  Distance Learning using the AdU-LMS  Summarize New Learning in A Graphical Way | Research Assignment  Recitation/ Class Participation  Productive Group Work  Formative Assessment |
| 10 | CILO 8: Discover data mining algorithms. (CO4) | 8 | Data Mining Algorithms  8.1 Association Rule Mining  8.2 k-Means Clustering  8.3 Decision Tree | Lecture: Discussion  Show and Tell  Applications in Data Mining Algorithm | Recitation/ Class Participation  Summative Assessment |
| 11 | CILO 9: Discover data modeling, data modeling techniques and dimensional models. (CO5) | 9 | Multidimensional Data Modeling  9.1 Data Modeling Basics  9.2 Types of Data Model  9.3 Data Modeling Techniques  9.4 Fact Table  9.5 Dimension  9.6 Typical Dimensional Models  9.7 Dimensional Modeling Life Cycle | Lecture: Discussion  Show and Tell  Nurture Meta-Cognition in data modeling, techniques and dimensional | Research Assignment  Recitation/ Class Participation  Extended Learning Activities |
| 12 | CILO 10: Construct enterprise reports and dashboards.  (CO5) | 10 | Basics of Enterprise Reporting  10.1 Reporting Perspectives Common to All Levels of Enterprise  10.2 Report Standardization and Presentation Practices  10.3 Enterprise Reporting Characteristics in OLAP World  10.4 Balanced Scorecard  10.5 Dashboards  10.6 How Do You Create Dashboards?  10.7 Scorecards vs. Dashboards  10.8 The Buzz Behind Analysis | Lecture: Discussion  Show and Tell  Students Working Together in productive ways  Distance Learning using the AdU-LMS  Summarize New Learning in A Graphical Way | Extended Learning Activities  Productive Group Work (Individual/Group Performance Task)  **Midterm Examination** |
|  | | | | | |
| 13-14 | CILO 11:  Discover statistics and its role in analytics. (CO5) | 11 | Understanding Statistics  11.1 Role of Statistics in Analytics  11.2 Data, Data Description and Summarization  11.3 Statistical Tests  11.4 Understanding Hypothesis and t-Test  11.5 Correlation Analysis  11.6 Regression  11.7 ANOVA  11.8 The F-Test  11.9 Time Series Analysis | Lecture: Discussion  Show and Tell  Students Working Together in productive ways  Distance Learning using the AdU-LMS | Extended Learning Activities  Productive Group Work (Individual/Group Performance Task) |
| 15 | CILO 12: Demonstrate the application of analytics. (CO6) | 12 | Application of Analytics  12.1 Application of Analytics  12.2 Analytics in Industries  12.3 Widely Used Application of Analytics | Lecture: Discussion  Show and Tell  Summarize New Learning in A Graphical Way Provide Students with Feedback | Research Assignment  Recitation/ Class Participation  Summative  Assessment |
| 16 – 17 | CILO 13: Demonstrate business analytics through the use of a case problem. (CO7) | 13 | Final Business Analytics  Case Project Presentation and Documentation  13.1 Introduction  13.2 Case Study: Problem Background and Data  13.3 Descriptive Analytics Analysis  13.4 Predictive Analytics Analysis  13.5 Prescriptive Analytics Analysis | Show and Tell  Students Working Together in productive ways  Summarize New Learning in A Graphical Way  Questioning to Check for Understanding  Provide Students with Feedback | Case Project Presentation and Documentation  Research Assignment  Productive Group Work |
| 18 | **Final Comprehensive Examination** | | | | |

1. **Other Requirements and Assessments**

Aside from the Course Outcome, the student will be graded at other times during the term by the following:

* 1. Recitation/ Class Participation
  2. Seatwork/Practice Problem Exercises/Boardwork (Individual Self Check)
  3. Case Study (Skill Warm Up, Skill Work Out, Words of Note)
  4. Productive Group Work (Individual Learnings/Group Performance Task Learnings)
  5. Research Assignment/ Extended Learning Activities

1. **Grading System**

|  |  |  |  |
| --- | --- | --- | --- |
| **Prelim Period** | **Midterm Period** | **Final Period** | **Semestral Grade** |
| Class Standing =60%  Prelim Exam= 40% | Class Standing =60%  Midterm Exam= 40% | Class Standing =50%  Final Exam= 50% | Prelim Grade + Midterm Grade + Final Grade = **Semestral Grade** |
| **30%** | **30%** | **40%** | 65 ≥ 69 (Removal)  ≥ 70 ( Passed) |

1. **Textbooks/References**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Author** | **Publisher** | **Year** |
| Essentials of Business Analytics  2ed | Jeffrey D. Camm, James J.Cochran, Michael J. Fry, Jeffrey W. Ohlmann, David R. Anderson, Thomas A. Williams, Dennis | Cengage Learning | 2017 |
| E – Commerce - Business, Technology, Society/ 12th Edition/Global Edition, | Kenneth C. Laudon, Carol Guercio Traver | Pearson Education Limited | 2017 |
| The Complete Guide to Cybersecurity Risk and Controls Internal Audit and IT Audit Series | Anne Kohnke, Dan Shomaker, Ken Sigler | CRC Press Taylor & Francis Group, LCC | 2016 |
| Cyber -Risk Informatics Engineering Evaluation with Data Science | Mehmet Sahinoglu | John Wiley & Sons, Inc. | 2016 |
| Fundamentals of Business Analytics, 2ed | R. N. Prasad Seema Acharya, Prasad, Seema Acharya R N | Wiley India Pvt. Ltd., | 2016 |
| Business Analytics for Decision Making | Steven Orla Kimbrog, Hoong Chuin Lau | CRC Press Taylor & Francis Group, LCC | 2016 |
| Ethics for the Information Age Sixth Edition Global Edition | Michael J. Quinn | Pearson Education Limited | 2015 |
| Business Analytics Principles, Concepts, and Applications What, Why, and How | Marc J. Schniederjans, Dara G. Schniederjans, Christopher M. Starkey | Pearson Education, Inc. | 2014 |

**11. Classroom Policies**

The students are required and expected to be in class on time for the lecture session. If the student will be absent due to unavoidable circumstances, inform the Teacher through text or a call to the office and present excuse letter when he/she goes back to class. This is required for the lecture session. Missing classes without notification and documented reasons will lower their grade.

**Recitation/ Class Participation**

Students are hereby encouraged to actively participate and must come prepared to class in order to bring up their grades. (Please see criteria for grading the Recitation/Class Participation).

**Quizzes/ Seatwork/ Practice Problem Exercises/Boardwork (Individual Self-Check)**

The quizzes/ seatwork/ practice problem exercises/ boardwork (Individual Self-Check) should provide motivation to keep you updated and will give me a better idea of your understanding.

Long quizzes will be announced in advance for you to have time to review your handouts.

**Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises (Individual/ Productive Group Work)**

You may not always get every work 100% complete and correct but it is essential that you hand in at least your individual/group work each week, because most of your grade will be based on your performance on assigned Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises.

Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises will be presented in class on the dates indicated and will be graded on its appearance and its ability to show that the student has mastered the areas covered in the assigned work.

The students are encouraged to complete the Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises to maximize their grade.

Late Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises will be accepted only for partial credit. Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises are due at the beginning of the class on the due date. Anything turned in after that time is only for half credit.

**(Please see criteria for grading the Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises)**

**Originality**

Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project and other materials copied from other sources (articles, reports, Web pages, etc.) must be properly mentioned. Evidence that material has been taken from elsewhere without reference will be treated as plagiarism.

Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project must be entirely the student’s owns work and if it is group work it must be entirely student’s own group work. While you may discuss assignments with others, you should never copy the work of someone else.

The purpose of this is learning how to create, design and formulate the student’s own ability. Copying or collaborating defeats both these goals. The penalty for being caught is minimally a zero on the Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project for all parties involved. Maximum penalty is a failing grade for the course.

The Teacher will place a note in the students’ record of each individual associated with plagiarism or cheating and views these infractions seriously and routinely expels students who seriously violate our academic standards.

Any questions about this policy should be addressed to the Teacher in-charge.

**Major Exams**

Our major exams are divided into three, the Preliminary Examination, Mid-term Examination and the Final Comprehensive Examinations

The problems will be structured in a way that cramming does not lead to good results. Teacher will reward the ability to formulate what you have understood.

Anyone found cheating in an examination (copying from another student or using unauthorized materials, etc.) will receive a zero for the event.

Make-up exams will be given only in extraordinary and documented circumstances.

**Behavioral Policy**

Ethics – respect, trust and openness, good behavior is a must during classes. Maintain silence whenever the professor is speaking. You are allowed to speak to your teacher only if you are acknowledged. Raise your hand if you wish to be acknowledged. Failure to comply with these policies would affect your grade.

**Uniform/ID**

Wearing of ID and prescribe uniform is strictly enforced inside the campus. Therefore, you cannot attend my class if your ID is not properly displayed and if you are not in uniform.

**GENERAL RECOMMENDATION**

1. Come to class prepared and on time.
2. Actively participate in the discussion.
3. Advance the reading prior to our lecture discussion.
4. Complete and understand all Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project. Inform me if you have any question regarding the subject and post any question you may have on our LMS Class.
5. Discuss only the course materials with your classmates (but not the individual answer).
6. Learn and use productivity tools when working on the assign task – remember a computer should be a labor saving device.
7. Think before you do your Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project.
8. Plan before you do your Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project.
9. Do not wait until the night before Case Study/ Research Assignment/ Extended Learning Activities/ Practice Problem Exercises/ Course Project is due to start working on it.
10. Keep up with the lecture materials. Reviewing the material on a regular basis will save you a lot of time. Please see uploaded lecture materials in our Learning Management System (LMS) class.
11. Please feel free to ask for help as soon as you need it and do not hesitate to approach me (i.e. do not wait to ask for help if you are feeling lost).

Criteria for grading the Recitation/Class Participation:

Answer is correct and excellently delivered 100%

Answer is correct but given with some hesitation 90%

Answer is correct but given with some prodding from the teacher and/or class 85%

Answer is partially correct and given with hesitation 80%

Answer is not correct but at least the student tried 75%

No participation 0%

Criteria for grading the Research Assignment/ Extended Learning Activities:

Visual Impact (Neatness, harmony, balance, proportion, etc.) 20%

Originality/Creativity/Resourcefulness 20%

Punctuality / Promptness in submission or presentation 20%

Relevance (objective achieved) 20%

Accuracy in following the direction/ order. 20%

100%