

Course Syllabus

SCMA 350

Business Data Analytics

Fall 2020

A word doc file of syllabus is [here](https://app.box.com/embed_widget/s/yjbrv7lh11rqdi9o4ekuvmd8wojh5wcy?view=list&sort=name&direction=ASC&theme=dark)  [_ \(https://app.box.com/embed_widget/s/yjbrv7lh11rqdi9o4ekuvmd8wojh5wcy?view=list&sort=name&direction=ASC&theme=dark\)](https://app.box.com/embed_widget/s/yjbrv7lh11rqdi9o4ekuvmd8wojh5wcy?view=list&sort=name&direction=ASC&theme=dark).

Read (print) it, especially for details on the explanations on types of the assignments and grading composition/scores. Also, there are details on weekly work/content coverage. I will update this file if changes happen (in deadlines or assignments).



 **Silvana Trimi, Ph.D.**

 Teacher

 [Contact by \(mailto:silvana@unl.edu\)](mailto:silvana@unl.edu):

- [email: silvana@unl.edu \(mailto:silvana@unl.edu\)](mailto:silvana@unl.edu)
 - will try to respond to your emails within 24 hours (right away if not in classroom, or if very late in the evening). May not reply on Saturdays, but am available on Sundays.
- By (zoom) appointment (during the week days) and zoom office hours (Wednesday 11:00-11:30).



 **John Strasheim**

 TA

 [jstrasheim@huskers.unl.edu \(mailto:jstrasheim@huskers.unl.edu\)](mailto:jstrasheim@huskers.unl.edu)


 Contact via Slack channel



Contact Information

Instructor Communication Policy

I will be available in many ways to make this class as easy as possible in these hard times that we all are going through. Below are the ways I will be communicating with you.

- We have **in-classroom classes twice a week**. To keep social distancing, we will have half of the number of students coming to classroom on Tuesday, and the other half on Thursday. You will need to sign up in the scheduler appointment related to that. [Here](https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536)  (<https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536>) are the instructions how to do that.
 - class time will be used for you to work on labs, cases, and ask me questions or ask me to (re) demonstrate the tool or (re) explain concepts.
 - I will pre-record (video) explanations for all:
 - concepts (textbook/ppts), labs (explanation/jmp), cases
 - In the classroom, I can show you more, and will answer questions you may have
 - I will zoom and record this sessions too
- I will send out an **announcement** (Canvas - please make sure your setting in Canvas is set such) **every Sunday** (by 5 pm), regarding to what we will cover, and the assignments that will be due on **next week**.
- The old:) email - always efficient: can write me at any time; I will try to respond within two hours (except on Saturday).
- We will use Slack for communicating and Q & A
- For questions related to Lab grading, you will contact GA. For question related to Lab content, you will contact me.
- For any question related to group Cases, you will contact me.

Office Hours

- I will have virtual (zoom) office hours every Wednesday 11:00-11:30, and by request - any time before 5 PM Central time, excluding w/e, and teaching hours (T, R 2 - 6:15 PM - I will be unable to have zoom meeting during these times, but you can join the zoom classes).
- Office hours are for questions: related to class. But you are welcome to 'stop by' for any concern that you may have, even not related to class issues. I am here to help you more than for this subject, especially during these hardship times.



Course Description

Data and information as important resources to be managed in modern organizations. Development of quantitative analytical skills and presentation in business decision making. Basic information system concepts with primary focus on data analysis and related business decisions.

Prerequisite:

Sophomore standing; [SCMA 250 \(https://catalog.unl.edu/search/?P=SCMA%20250\)](https://catalog.unl.edu/search/?P=SCMA%20250); 2.5 GPA; Business Qualified (MATH104 or MATH106 or MATH107 or MATH208; BSAD220; ACCT201 and ACCT202; ECON211 and ECON212; ECON215 or equivalent.) Prereqs differ for RAIKES, ACTS, and ABUS majors - see catalog.

Notes: Cannot be taken Pass/No Pass.



Course Objectives

By the end of this course you will be able to understand, apply, and report business (make decisions) data analytics (by using data and statistical analyses).

1. Learn how to use tools (JMP) to do data analytics
2. Learn to provide recommendations and make decisions based on findings from analytics
3. Learn how to write managerial reports (on findings from data analytics)
4. Learn statistical problem solving - steps in solving real-world business problems by using data and statistical analysis



Textbook & Reading Materials

- JMP internal documentation - under the Help menu, and in JMP wre
- Sharpe, De Veaux & Velleman, Business Statistics, 3d Edition, 2015, Pearson



Course Schedule Details

Note: Syllabus is based on in-the-classroom teaching weeks. Thus, I am considering first week (this asynchronous one) as "week 0". Therefore, syllabus *starts with first week of synchronous/split classes* (finals' week shows as Week 15 - which is (the official) week 16 of the semester).

Course Schedule

Date	Details
Week 1	What is data, introduction to JMP, how to do a lab
Week 2	Univariate analysis: variable modeling types, describing single variables (graphs and summary statistics - differences for categorical and numerical variables)
Week 3	Bivariate analysis - describing and analyzing relationships between two variables
Week 4	Case 1 - Medical Malpractice: work in groups
Week 5	Case 1 - Work in group and presentations
Week 6	Case 2 (time series) - Airline Performance: working in groups
Week 7	Case 2 - presenting; Normal and continuous distributions
Week 8	Sampling distributions, CI
Week 9	Inferences: Single Variable - One sample HT
Week 10	Inferences: Two Variables - Two-sample HT

Date	Details
Week 11	ANOVA; Case 3 - Cost of Living: work in groups
Week 12	Case 3 presentation, Inference for Regression: Simple (single variable) Linear
Week 13	Case 4 - Direct Mail: work in groups and presentation
Week 14	Inference regression: multiple (variables) regression; Case 5 - Housing
Week 15	Case 5 - presentation
Final	



Canvas Information

Canvas is where the course content, grades, and communication will reside for this course.

- The URL to access Canvas is: <http://canvas.unl.edu> (<http://canvas.unl.edu>)
- For Canvas, passwords, or any other computer-related technical support contact the [IT Help Center](https://its.unl.edu/helpcenter/mysupport-team) (<https://its.unl.edu/helpcenter/mysupport-team>).
 - Phone: 402-472-3970
 - Website: <http://mysupport.unl.edu/> (<http://mysupport.unl.edu/>)
 - Submit a support ticket: mysupport@unl.edu (<mailto:mysupport@unl.edu>)

Course Policies



Grading Policies

Feedback

- We (TA and I) will be grading all your assignments online in Canvas (therefore, your submissions' files should be in word document format, not in pdf).
 - I will grade group cases, and TA will be grading your labs (so questions related to lab grading should be directed to TA. However, you can ask me questions for any type of grading, and any issue/concern/question).
- Grading will be based on rubrics (different for labs, and cases)
 - check them before you do and submit the assignments so you know what is required and expected of your work).
- We will try to finish grading of the week during the w/e after the assignments have been submitted, or the latest the following week.
- I will also post samples (especially at the beginning of the semester) of previous student works or from your peers' work to provide you with some examples of how a good work should look like/be, and for you to also learn from (content of labs/cases). For labs, I will also provide the (brief) summary of the main (learning) points of the lab.

Late Work Policy

Late assignments are not good for neither you (students) or the graders.

- You will fall behind as work will pile up; for sure it will increase stress and anxiety and will affect the quality of your work. In addition, the concepts covered in each week are built on the previous week's concepts and assignments, so you will fall even farther behind if you fail to keep up.
- Graders (including myself) are also busy: they have to grade during the w/e (to give you a quick feedback; and they have lots of work of their own to do). In addition, consistency (having to grade all the same work in one sitting/same day) makes the grading not only faster and easier for graders, but most important, it makes it fairer to you (same "hand" is used for every students (tested and proven by studies)).

Therefore, I will enforce the no-late assignment policy for the good of all. If you have a good reason (particularly on these hard times) for late submission, I will accept late submissions with a **10% penalty** for each overdue day (up to **max 3 days** – after that, no more submission is allowed). Of course, unless you fall ill with Corona (fingers crossed, none does).

Finally, to make sure, please **save all your work in this course until you have received your final course grade.**

Assignment Weighting

▪ Group:	50 points	28.5%
▪ Individual Labs:	60 points	34%
▪ Quizzes: concepts	40 points	23%
▪ Quizzes: JMP	20 points	11.5%
▪ Yellowdig	5 points	3%



Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 94.0%
A-	< 94.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 84.0%
B-	< 84.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 74.0%
C-	< 74.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 64.0%
D-	< 64.0 % to 61.0%
F	< 61.0 % to 0.0%



Expectations for Student Conduct

- Read my overview at the beginning of each week module
- Read PPTs (they are really good summaries of the textbook). Then watch my video.

Finally, read the textbook (if you feel comfortable after looking at PPTs, and watching my videos, just screen through the chapter).

- For sure check the Guided Examples in each related (weekly reading) chapter in the textbook (they show you the statistical problem solving steps/process - which you will use for all your labs and cases, and which is the goal of the course; they also show you how to interpret the results and (write) report).
- Watch (JMP, instructors, other) videos; practice (while watch, open same files as do what you watch in the video); do (individual work absolutely by yourself - plagiarizing/cheating is not acceptable. It is much better to ask me to tell you how/give you answers than copy from each other or worse. Keep in mind that skills you will learn in this class are the most wanted by companies - you will gain an advantage in the job market. Take this class in a very selfish way - go beyond what we can cover in this class. Benefit from many resources/links in Canvas, and learn and dig deeper on your own).
- Do contribute to your group's project:
 - Not only it is fair (there is no free ride), but also (again) you are in this class to learn, push yourself, push your teammates and me, to learn more.
 - In addition, you will also evaluate each other (on the amount and quality of work each of you contributed) - I use those weights to (literally) correct your score (from group into your individual score).
 - Do not let your grade "in the hands of other students" - not everyone in the group may have the same grade and knowledge ambitions, or time. Thus, each one of you should read the whole group's report (don't just divide and patch up the work together without knowing what the other people have written/done), so you make sure it is up to your quality level (again, not every students cares the same, and does the same quality of work).
- Be respectful to each other and your professor and TAs. We are all going through difficult times and are stressed in many different ways. Be kind, be understanding, be mindful, and work hard.

Attendance & Engagement

I will not require attendance, not only because UNL prevents it (*please read below*), but I agree with it, as there are many good reasons for it:

- first, safety - if you don't feel well or are suspicious, please stay home. I will try to help and accommodate you with all I can. We hope for the best (no outbreaks), but we may not know until it happens. This is the reason why I will record everything online (so you can watch and work at home).
 - I will use the classroom time (synchronous part) for you to work on/finish assignments, demonstrate how to use JMP, to further clarify/explain concepts,

assignment requirements. Based on last semester experience (when classes were switched online), many of students did find coming to classroom much more helpful.

- Remember that we will record in-class sessions; or if there will be no class, relevant materials will be recorded and available online.
- There will be some learning curve: of assignment (how to do and expectations), concepts, my style of teaching (and accent :))
 - therefore, coming to classroom at the beginning of the semester particularly will be very helpful and needed. As the semester goes on, and as the pandemic situation may change or not, we will be flexible
 - to help on learning curve, I also have much longer recorded videos (explanations for concepts and assignments) at the beginning of the semester - do not get frustrated or scared, as it won't be the same as we all get acquainted and used to each other and class. Instructor's videos will get shorter as we go along the semester :).
- second - some of you may not be here in Lincoln, or even in the USA, therefore you will not be able to physically attend class.

However, regardless of the possibility of physical attendance, you are all required to be engaged: thus I will use the phrase "attendance and engagement" in lieu of "attendance".

- Engage with your peers: for sure to do the group work. Interact to do the work, ask questions, answer/learn/teach each other - I always have gotten from previous classes the feedback that students learn from their peers in this class quite a lot. Make friends, and enjoy social (distancing) interaction.
- Ask/answer questions, discuss, engage - to me and your peers, in Q&A in Canvas; in the classroom; in zoom; in working in groups; in online communities (yellodig, slack)

Even though this class is split-synchronous, the university has established a policy that prevent attendance requirements in light of COVID-19.

The Faculty Senate Policy on Class Attendance, updated in April 2018, can be found at <https://registrar.unl.edu/academic-standards/policies/class-attendance/> (<https://registrar.unl.edu/academic-standards/policies/class-attendance/>). While that policy remains fully in effect, the Faculty Senate endorses the following interpretation and guidance for it for the Fall 2020 semester.

We know that, especially in the face of a pandemic, it is crucial that individuals who are sick stay home. At the same time, we know that regular engagement with a course is key to students' abilities to be successful in that course. Therefore, for the Fall 2020 semester, "attendance" should be interpreted to mean "physical attendance in the classroom, remote synchronous attendance, or engagement with the course in ways specified by the instructor in the course syllabus." Moreover, the phrase "attendance and engagement" will be used in lieu of "attendance".

Students who are sick or who are engaging in self-quarantine in accordance with guidance

from the Lincoln-Lancaster County Health Department or their health care professional should not physically attend in-person classes. They must notify the instructor of their absence and must still meet the stated engagement expectations of the course, and they must adhere to the usual codes of conduct and rules of academic integrity that remain in place. For students who are absent for these reasons, we ask instructors to be flexible with any attendance policies they may have for their courses. Again, students in this situation must still fulfill the engagement expectations of their classes and should follow the stated guidelines for their courses in communicating with their instructors and staying current in the coursework. If the majority of the course work is completed but the absence makes it impossible for the student to adequately complete all course requirements, a grade of incomplete may be an appropriate option. Note, however, that if the student has not already completed most of the graded work for the course, then a late withdrawal would be more appropriate than an incomplete.

Classroom Roles and Responsibilities

We will use classroom time for finishing up the assignments (labs) and working on cases. I want you all to have prepared and worked on the labs before you come to class (recordings on how-to-do labs will be available online) - we will use class time for any further clarification, questions, learning that you may want/have. I am very open and flexible to adjustments (of using class time better or collaborating/engaging better). Therefore, *I would like your input on what expectations you have of me as well. This can be a great first-day-of-class discussion with you. But will continue throughout the semester too.*

Technology Use

We will come to class to learn, and use JMP. This is can be considered a "sacrifice" (we will make in this contagious time) for the sake of learning. Therefore, I am sure that we all agree that class time should be used for learning only (and not do non-related activities on computers in the classroom, or playing with your phones, etc.).

Netiquette

- **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
- **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
- **Help Others:** You may have more experience with online discussion forums than

the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!

- **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
- **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
- **Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
- **Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
- **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
- **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).
- **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
- **You Can't Un-Ring the Bell:** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

College and University Policies



Required Use of Face Coverings for On-Campus Shared Learning Environments

As of July 17, 2020, and until further notice, all University of Nebraska–Lincoln (UNL) faculty, staff, students, and visitors (including contractors, service providers, and others) are required to use a facial covering at all times when indoors except under specific conditions outlined in the COVID 19 face-covering policy found at <https://covid19.unl.edu/face-covering-policy> (<https://covid19.unl.edu/face-covering-policy>).



Counseling and Psychological Services

UNL offers a variety of options for students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\) \(https://caps.unl.edu/\)](https://caps.unl.edu/) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450 (even after hours).



Accessibility Support

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information:

117 Louise Pound Hall.; 402-472-3787



Academic Honesty


Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's **[Student Code of Conduct \(https://stuaafs.unl.edu/DeanofStudents/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf\)](https://stuaafs.unl.edu/DeanofStudents/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf)** addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

College of Business students are held to the standards set by the UNL Student Code of Conduct. In the Student Code of Conduct, acts of dishonesty are specified as, but not limited to: cheating, fabrication or falsification, plagiarism, abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, or misrepresentation to avoid academic work. The penalties for academic dishonesty will be severe and may range from receiving a failing grade on the test or assignment, failing the course in which academic dishonesty took place, or the possibility of expulsion from the university.



Writing Support

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft.

In 2020-21, there are two ways you can connect with a Consultant: Online (a real-time, video conversation) and eTutoring (email feedback). To learn more about these options and view video tutorials, please visit **<https://www.unl.edu/writing/online-writing-center-services>** (**<https://www.unl.edu/writing/online-writing-center-services>**). Sign up any time by visiting **unl.mywconline.com**  (**<https://unl.mywconline.com/>**). For more information about

the Writing Center, please visit [unl.edu/writing \(http://www.unl.edu/writing\)](http://www.unl.edu/writing).



Weather/Fire

Every UNL campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency. For more information on emergency procedures visit [emergency.unl.edu \(http://emergency.unl.edu\)](http://emergency.unl.edu).



Medical

In the event of a medical emergency in the classroom immediately call **9-1-1** and take steps to assist the individual as needed. For details on what to do during Medical Emergencies, [visit the Medical Emergencies handbook \(http://wellness.unl.edu/wellness_documents/medical_emergencies.pdf\)](http://wellness.unl.edu/wellness_documents/medical_emergencies.pdf)



Active Shooter/Physical Attack

Run - If there is a clear and safe escape route.

Hide - If there is no escape and you can get to a secure location to hide.

Fight - If your only option is to defend yourself, fight as if your life depended upon it.

For more details and video training for all emergency procedures visit [emergency.unl.edu \(http://emergency.unl.edu\)](http://emergency.unl.edu).

If you would like to save a PDF copy of this syllabus for your records you can open your browser's Print dialog and set your print destination to "Save as PDF" or "Microsoft Print to PDF."